

Lucy / O'Connell



at

# A NEW GUIDE TO THE ENGLISH TONGUE :

IN FIVE PARTS.  
CONTAINING,

- I. Words both *common* and *proper*; from one to *six Syllables*; The several Sorts of *MONOSYLLABLES* in the *common* Word being distinguished by Tables into Words of *two three* and *four* Letters, &c. with *six* short Lessons at the End of each Table, not exceeding the Order of Syllable in the foregoing Tables. The several Sorts of *POLYSYLLABLES* also, being ranged in proper Tables, have their Syllables divided, and Directions placed at the Head of each Table for the *Accent*, to prevent *false Pronunciation*; together with the like Number of Lessons on the foregoing Tables placed at the End of each Table, as far as the Words of *four* Syllables, for the easier and more speedy Way of teaching Children to read.
- II. A large and useful Table of Words, that are the same in *Sound*, but different in *Signification*; very necessary to prevent the writing one Word for another of the same *Sound*.
- III. A short but comprehensive *GRAMMAR* of the *English Tongue* delivered in the most familiar and instructive Method of *Question and Answer*; necessary for all such Persons as have the Advantage only of an *English Education*.
- IV. An useful Collection of *Sentences*, in *Prose* and *Verse*, *Divine*, *Moral* and *Historical*; together with a Select Number of *Fables*, &c. &c. adorned with proper *Sculptures*, for the better Improvement of the young Beginner. And,
- V. *Forms of PRAYER* for Children, on several Occasions,

The WHOLE being recommended by several CLERGY  
MEN and eminent SCHOOL MASTERS.

By THOMAS DILWORTH.

[A NEW EDITION, with some Improvements.]

BOSTON: Printed by T. and J. FLEET,  
at the Bible & Heart in Cornhill, 1789.

Lucy Otis



# The PREFACE.

IT has been a general and true Observation, that with the reformation of these realms, *ignorance* has gradually vanished at the increase of *learning* amongst us, who take the word of God for a *lanthorn to our feet*; and a *light to our paths*. Thus,

They who grop'd their way to virtue and knowledge in the days of darkness and implicit zeal, were taught little more than to mumble over a few prayers by heart, and never called upon to read, much less permitted to enquire into the truth of what they professed. But,

Since the sun-shine of the *gospel of Jesus Christ* has risen amongst us; since we are loosed from the bonds of ignorance and superstition; since every *protestant* believes it to be his duty to promote *christian knowledge*; certainly it will be confessed, that all improvements in learning ought to be encouraged; and consequently that they deserve our peculiar regard, who study to make the first steps thereof firm and easy. For *human prudence* teacheth, *That a good beginning is the most reasonable prospect of a good ending*. Therefore,

As we boast of greater advantages than our forefathers, let us take care, lest we frustrate that great work begun amongst us, by a negligent prosecution of our duty: For I would have you well assured, that it is as bad to learn the *first rudiments of literature* under wrong and depraved habits, as not to learn them at all. For the man seldom clears himself of these ill faculties, which he contracted in his tender age: So says *Solomon*, *Train up a child in the way he should go, and when he is old he will not depart from it*. And,

As all learning gradually ascends from the first knowledge and use of *Letters, Syllables* and *Words*, what better work can the instructor of youth undertake, than endeavour to propagate the *knowledge*, prevent and rectify the *mistakes*, and root out the ill *habits* contracted by many in a wrong *method*, either through the ignorance or neglect of the teacher. Therefore,

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As to *letters*, we are to observe that they are the foundation of all learning, as being those *parts* of which all *syllables*, *words*, *sentences* and *speeches* are composed. As to their *shape* or *form*, those commonly used in the *English*, *Latin*, *German*, *French*, *Spanish*, *Portuguese* and *Italian* languages are described in the first *page* of this book. As to their *number* in *English*, they are *twenty six*. As to their *divisions*, they are naturally divided into *vowels* and *consonants*: And again into *single* and *double letters*.

As to *syllables*; A *syllable* is the uniting one or more consonants with a vowel, by which each letter received its perfect sound in pronunciation; as you may find in the *examples* of the *second* and *third pages*.

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Seeing that the use of *letters*, *syllables* and *words*, is of so great consequence to human creatures, what care should be taken to shew that we have acquir'd a true knowledge thereof, by giving each *letter* its proper place, each *syllable* its right division and true accent, and each *word* its natural sound; which will certainly guide every one to a just *cadence* of their *sentences*; without which no one can pretend to write or read intelligibly to others. And, Yet, by daily experience it is found that even many, who have attended to the art of writing a good hand, are so unfortunate in spelling, that neither themselves, nor the more knowing, can guess at the meaning, couch'd under such a preposterous jumble of letters, set for words. Because, having never been taught the general force or power and sound of the *English letters*, nor the customary and various use of *diphthongs*; not to mention their total ignorance of the *derivation* of words, they neither spell according to *custom*, *sound* nor *derivation*. Wherefore for the sake of such unhappy scholars, and, as much as in me lies, to prevent the growth of this evil,

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I have in the following sheets, collected as many different forms of spelling as the *English tongue* affords in common practice. And as *monosyllables* not only make the greatest part of our tongue, but are the substantial parts of words of more than one syllable, I have been the more particularly careful to reduce them into such an order, as at the same time to take off much trouble from the *teacher*, and be of more general advantage to the young *beginner*. For though it be true, that other *performances* of this nature have pretended to proceed *step by step*; yet it is true also, that none of them have provided those gradual *paces* for their *scholars* to ascend by, till they arrive at the perfection of *spelling*. For,

In the several *praxes* or *lessons* of *monosyllables* hitherto published in our *mother tongue*, instead of rising *step by step*, children are taught to *jump* before they can go; and if they prove incapable to take such long *strides*, as reach sometimes from *monosyllables* of *two* to others of *seven* or *eight letters*, before they are inform'd of those that come between, they must be *thump'd* and *lugg'd* forward, without once being instructed in the right knowledge of the most common and useful parts of our tongue. Certainly this is as barbarous in literature as it would be cruel in behaviour, to bid a child take care how it comes up stairs, and then to beat it because it cannot stride up seven or eight steps at once.

Again: If it be reasonable in the order of *words*, to begin with those of *one syllable*, as all *spelling authors* agree; it must be also granted as reasonable, that *monosyllables*, which consist of various quantities of *letters* should be taught in the same order, proceeding gradually from words of *two letters* to words of *three*, *four*, *five*, &c. letters, as exemplified in the following *table*. Besides, experience, which must be allowed to be the best master, will soon declare in favour of this *method*.

Therefore, I have first collected only words of *two letters*; then words of *three letters*; after that words of *four letters*, &c. with short easy *lessons* between each *table* of words, adapted in such a manner, that

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no *lesson* contains any one *word* which does not belong to a preceding *table*. And tho' I am apprehensive that some may object against the shortness of these *lessons*, it is without judgment; for any one that instructs *children*, will readily grant that it is better for the *learner* to read a *short lesson twice or thrice* over at one reading, than a *long lesson* but *once*. But,

By way of apology, it is hoped the skillful *teacher* will pardon the change of some *words* in these *lessons* taken from *scripture*, when I declare it was with this view alone, for the ease of the *scholar*, that I have substituted an easy *word* in the place of one of more difficult pronunciation; where, nevertheless, I have always kept up the true sense, though I have taken the liberty to alter the expression.

Again, It must be acknowledged that the first *six lessons* do but just make *English*, yet I hope, whoever considers the difficulty of composing *sentences* to be read in *lessons*, wherein each word is confined to *three letters*, will readily overlook the baseness of the *language*, it not being our province to teach the politeness of the *style*, but only to provide proper materials of which all *distinction* is composed. Yet great care is taken to avoid all such *words* in every part of this *book*, which might tend to excite loose and disorderly thoughts, to put youth or modesty to the blush: And all my *tables* are filled with the easiest *words* in our *language*; even such as a child may have some *idea* of at the first pronunciation. Moreover, as we have many *words* in *English* which agree with *orthography*, but differ in *sound*, I have admonished the learner thereof, by inclosing such words within a parenthesis, thus (*dōne*) (*gōne*) (*nēne*) as in (page 10.)

Having thus with much pains collected *monosyllables*, which are the most useful part of our *language*, and reduced them into such order, as seem'd to me to serve the purposes of an easy *instruction* much better than any of those *collections* published before this time; I must assure you, my care has been equally as much concerned how to facilitate the compounding and dividing such *words*

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as consist of more *syllables* than one. For this purpose I have consulted the method of spelling or dividing *syllables* in long words, both according to their *sound* and to the rules of *grammar*: And therefore in the perusal of this essay towards *spelling*, you will find that whenever a word occurs that may be divided one way by *sound*, and another by *grammar*, the scholar is directed how to understand the doubtful division by the mark (') over the *right side* of the vowel, which, according to the *sound*, ought to be joined with the following *consonant*, which is nevertheless contrary to the rules of *grammar*; and therefore divided in such a manner as you find them printed.

And as to the *lessons* proper to each *table* of words of many *syllables*, the same care has been continued, not to admit any word to be read in the same, but such only as shall belong to some of the foregoing *tables*. And I hope it will be esteemed a *perfection*, that I have omitted all superfluous *Hebrew* and *obsolete names*, and not detained the learner from the attainment of more useful words by stopping his progress in search of those names proper to *places* and *things*, as others have done before, by filling many pages with such names of persons, which are not commonly received or used among us; which too often nauseate the young beginner, and prevent the desired effect of the diligent teacher, whose place it is to instruct his scholars in the most necessary parts of *literature*. And,

Here I should finish my account of this first part of *spelling*, was it not my province to explode that erroneous pretence of teaching children to spell altogether by the ear. In opposition to which, I will fairly ask those teachers, Whether their scholars did ever attain to a right judgment of *spelling* by that method, till they were afterwards better instructed according to rule? And if this be true, as most certainly it is, that there can be no true method of *spelling* without rule, I will appeal to my readers how inconsistent it is, first to teach by the former way, those things which afterwards can never

*this is not Lucy Etic's Book  
it is a Sabbath School Book*

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be attained but by the *latter*. Certainly every one will join with me in this particular, that it is the greatest folly in the world to learn things, that afterward must be learned in another manner.

Consequently, I may presume to be instrumental in teaching *children* to pronounce their words clear and distinct, without *tones* or *distorted countenances*, which ill *habits*, it is well known, are too frequently contracted under such bad *methods* of instruction, which I have endeavoured to root out: *Habits*, which it is too true to be concealed, as it were, persecute the *learners* through the different stages of life. For having been accustomed to a bad *tone* in their early pronunciation, they are scarce ever able afterward to quit their lamentable way of reading with *hems* and *hahs*.

The *second part* contains such words which, though they agree in *sound*, differ in *signification*; and therefore the *learner* ought to be well acquainted with them, in order to prevent his writing one word for another, of the same sound.

The *third part* is a compendium of *English grammar*, designed only for *English schools*, to enable such as are intended to rise no higher, to write their *mother tongue* intelligibly, and according to the *rules of grammar*: And I hope it will answer the end proposed. But,

As *practice*, in all *arts* and *sciences*, is the great medium of instruction, between *master* and *scholar*, I would advise all *teachers*, when they find their *learners* relish the *rules* of this *part*, to enjoin them at the same time to read the best *English* authors, as the *Spectator*, *Tatler*, *Guardian*, &c. which will both apply the *rules* herein contained towards procuring a good *style*, and an easy way of *writing*; and banish from their eyes such *grubstreet papers*, *idle pamphlets*, *lewd plays*, *filthy songs*, and *unseemly jests*, which only serve to corrupt and debauch the *principles* of those, who are so unhappy as to spend their time therein.

The *fourth part* contains several *divine*, *moral* and *historical sentences*, both in *prose* and *verse*, and several



useful and easy *fables*, with their *morals*; which may not only serve the *master* to exercise his *scholars* with by way of evening *copies*, but may render the business of *reading* as useful and pleasant as possible to the *learner*.

The *fifth part* is founded upon the excellent order of all *charity schools* in these *dominions*, which obliges every *master* to join with his *scholars* in *Prayer*, both *mornin* and *evening*; teaching them thereby, as is intended, that all their dependence is on *God*, by whom we live and move, and have our being. Therefore, I have here published several short forms of *prayer* for their assistance in this divine exercise.

And now to conclude: "The knowledge of *Letter* (says the celebrated *Dr. Watts*) "is one of the greatest "blessings that ever *God* bestowed on the children "men: By this means, we preserve for our own use "through all our lives, what our memory would have "lost in a few days, and lay up a rich treasure of know "ledge for those that shall come after us. By the assistance "of *reading* and *writing* we sit at home and acquaint "ourselves with what is done in all the distant parts "the world, and find what our fathers did long ago "in the first ages of mankind. By this means a *British* "holds correspondence with his friend in *America*, "*Japan*, and manages all his business. It is this "which brings all past ages of men at once upon the "stage, and makes the most distant nations and ages "converse together, and grow into acquaintance. And it is this, by which *God* has discovered his "power, and justice, his providence, mercy and grace "that we who live near the end of time, may learn the "way to heaven and everlasting happiness."

Wapping-School,  
LONDON,

15 OCT 61  
THO. DILWORTH

Lucy Otis's Book  
it is not it is mine

[ 1 ]

A New Guide to the English Tongue.

PART I.

The ALPHABET.

Roman.		Italick.		Old English.	
A	a	A	a	A	a
B	b	B	b	B	b
C	c	C	c	C	c
D	d	D	d	D	d
E	e	E	e	E	e
F	f	F	f	F	f
G	g	G	g	G	g
H	h	H	h	H	h
I	i	I	i	I	i
J	j	J	j	J	j
K	k	K	k	K	k
L	l	L	l	L	l
M	m	M	m	M	m
N	n	N	n	N	n
O	o	O	o	O	o
P	p	P	p	P	p
Q	q	Q	q	Q	q
R	r	R	r	R	r
S	s	S	s	S	s
T	t	T	t	T	t
V	v	V	v	V	v
U	u	U	u	U	u
W	w	W	w	W	w
X	x	X	x	X	x
Y	y	Y	y	Y	y
Z	z	Z	z	Z	z

DOUBLE LETTERS.

ff ff ff fi fi fb fh fi fk fi fl fl fl &c.

# A New Guide Of SYLLABLES.

## TABLE I.

ab	eb	ib	ob	ub
ac	ec	ic	oc	uc
ad	ed	id	od	ud
af	ef	if	of	uf
ag	eg	ig	og	ug

ah                      oh

ak	ek	ic	oc	uc
al	el	il	ol	ul
am	em	im	om	um

an	en	in	on	un
ap	ep	ip	op	up
ar	er	ir	or	ur
as	es	is	os	us
at	et	it	ot	ut

aw	ew	ow
ax	ex	ix
ay	ey	oy
az	cz	iz
ox	ux	
oz	uz	

## TABLE II.

ba	be	bi	bo	bu
ca	ce	ci	co	cu
da	de	di	do	du
fa	fe	fi	fo	fu
ga	ge	gi	go	gu

ha	he	hi	ho	hu
ja	je	ji	jo	ju
ka	ke	ki	ko	ku
la	le	li	lo	lu
ma	me	mi	mo	mu

na	ne	ni	no	nu
pa	pe	pi	po	pu
ra	re	ri	ro	ru
sa	se	si	so	su
ta	te	ti	to	tu

va	ve	vi	vo	vu
wa	we	wi	wo	wu

ya	ye	yi	yo	yü
za	ze	zi	zo	zu

## TABLE III.

bla	ble	bli	blo	blu	qua	que	qui	quo
bra	bre	bri	bro	bru	sca	sce	sci	sco
cha	che	chi	cho	chu	sha	she	shi	sho
cla	cle	cli	clo	clu	ska	ske	ski	sco
cra	cre	cri	cro	cru	sla	sle	sli	slo
dra	dre	dri	dro	dru	sma	sme	smi	sno
dwa	dwe	dwi			sna	sne	sni	sno
fa	fe	fi	fo	fu	sra	sre	sri	sro
fra	fre	fri	fro	fru	sta	ste	sti	sto
gla	gle	gli	glo	glu	sua	sue	sui	suo

gra	gre	gri	gro	gru	tha	the	thi	tho	thu
kna	kne	kni	kno	knu	tra	tre	tri	tro	tru
pha	phe	phi	pho	phu	twa	twe	twi	two	twu
pla	ple	pli	plo	plu	wha	whē	whi	who	whu
pra	pre	pri	pro	pru	wra	wre	wri	wro	wru

## Of MONOSYLLABLES.

### TABLE I.

*Words of two Letters, viz. one Vowel and one Consonant.*

**A** M, an, as, at, ax, ay. If, in, is, it, Of, oh, on,  
or, ox. Up, us. Be he me we ye. Go ho  
lo no to wo. (Do to) By ly my py vy.

### TABLE II.

*Words of three Letters, viz. one Vowel and two Consonants.*

**D** AB nāb. Bib fib nib rib. Bob fob job  
mob rob sob. Cub rub tub. Bad had lad  
mad tad. Bed fed led red wed. Bid did kid hid  
lid rid. God nod rod. Bud end nud.

Bag cag fag gag hag nag rag tag. Beg leg. Big  
dig fig gig pig jig wig. Bog dog fog hog jog log.  
Bug dug hug jug lug mug rug tug. Dam ham  
ram. Gem hem. Dim him rim.

Gum mum rum sum. Can fan man pan (wan.)  
Ben hen den fen men pen ten. Din fin gin kin  
pin sin tin win. Con (son ton won.) Bun tun gun  
nun pun run sun tun. Two.

Cap gap lap map rap tap. Dip lip lip nip rip  
sip tip. Pop hop lop mop sop top. Cup sup. Bar  
far jar mar tar (war.) Her. Fir fir. For. Has  
(was.) His. Bat (cat fat hat mat rat.)

Bet get jet let met net set wet yet, Bit fit hit  
nit pit wit. Dot got hot jot lot not pot rot sot.  
But cut gut hut nut put rut tut. Lax wax. Kex  
sex vex. Fix fix. Box.



## A New Guide

Box fox, The. Who. Cry dry fly fry pry fly  
fly sty thy try why. A&, all, and, apt, ark, arm,  
art, ash, asp, ass. Ebb, egg, ell, elm, end. Ill, ink.  
Odd, off, oft, old.

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### TABLE III.

*Words of three Letters, viz. one Consonant and two Vowels, or a Diphthong.*

**P** EA sea tea yea. Bee see see. Die fie lie. Doe.  
Foe roe toe. Due rue sue. Awe daw jaw law  
maw paw raw saw. Dew few hew mew new pew  
(few.) Bow low now row sow tow.

Cow how mow now sow vow, Coo too woo,  
Bay day gay hay jay lay may nay pay ray say way.  
(Key) (eye.) Boy coy joy toy. Ace, age, ape, are,  
aid, aim. Ear, eat. Ice. Oak, oil, oar, oat, one,  
our, out, owl, own. Use, (use.) You.

*Some easy Lessons on the foregoing Tables, consisting of Words not exceeding Three Letters.*

### LESSON I.

**N**O Man may put off the Law of God.  
The Way of God is no ill Way.  
My Joy is in God all the Day.  
A bad Man is a Foe to God.

### LESSON II.

To God do I cry all the Day.  
Who is God but our God ?  
All Men go out of the Way.  
In God do I put my Joy, O let me not sin.

### LESSON III.

Pay to God his Due.  
Go not in the Way of bad Men.  
No Man can see God.  
Our God is the God of all Men.

LESSON

LESSON IV.

Who can say, he has no Sin ?  
The Way of Man is ill, but not the Way of God.  
My Son, go not in the Way of bad Men.  
No Man can do as God can do.

LESSON V.

Let me not go out of thy Way, O God.  
O do not see my Sin, and let me not go to the Pit.  
Try me, O God, and let me not go out of the  
Way of thy Law.

LESSON VI.

The Way of Man is not as the Way of God.  
The Law of God is Joy to me.  
My Son, if you do ill, you cannot go to God.  
Do as you are bid ; but if you are bid, do no ill.

TABLE IV.

*Words of four Letters. viz. a Vowel placed between  
the two former Consonants.*

**R**ICH Much such. Black jack lack pack sack  
rack. Deck neck peck. Kick lick nick pick  
sick. Dock lock mock rock sock. Buck duck luck  
suck tuck. Fast. Buff cuff luff muff puff. Haft.  
Left. Gift lift sift. Lost soft. High nigh sigh.  
Held. (Gild) mild wild.

Cold fold hold told told (gold) Calf half. Self.  
Wolf. Gulf. Balk talk walk. Milk filk. Folk  
(yolk) Bulk hulk Call fall gall hall tall wall.  
Bell sell sell tell well. Bill fill hill kill mill pill  
till will. Böll pöll röll röll. (Bull full pull) dull  
gull hull. Balm calm palm. Alms.

Help yelp. Gulp pulp. Halt malt salt. Belt  
felt melt pelt. Gilt hilt jilt milt wilt. Colt jolt polt.  
Lamb. Limb. Comb (bomb tomb womb) Dumb.  
Hymn. Camp damp lamp ramp vamp. Hemp.  
Pomp. Bump jump lump pump. Band hand land  
wand (wand.) Bend

Bend fend lend mend rend send tend. Bind find  
kind mind rind wind. Bond fond pond. Bang  
gang hang. King ring ling wing. Long song.  
Bung dung. Bank lank pank. Link pink sink  
wink. Monk. Cant pant rant (want) Bent dent  
lent rent sent tent vent went.

Dint hint lint mint (pint) Hunt runt. Grab.  
Herb verb. Curd. Card hard yard (ward) Herd.  
Bird gird. Cord lord (ford) (word). Curd. Turf.  
Bark dark lark mark park. Jerk. Fork (pork)  
(work). Lurk turk. Girl. Curl hurl purL. Farm  
Larm (warm) Term. Firm.

Form (worm) Barn yarn (warn) Dern fern  
hern yern. Born corn hora morn (born torn worn)  
Burn turn. Carp harp (warp) Cart dart hart part  
tart (wart) Dirt girt. Fort port fort (wort)  
Hurt. Cash dash gash hash lash mash rash sash  
(wash) Dish fish. (Bush push) gush hush rush tush.  
Cask mask task. Desk. Risk.

Busk dusk husk musk. Gasp hasp rasp (wasp)  
Lisp wisp. Lasp pass. Less mess. Hiss kiss miss.  
Moss toss. Gass fast lass past vast (hass) (Wass)  
Best jest nest rest vest west yest. Fiss list miss. Cost  
lost soft doft host most post roft. Dust lust must  
rust. Bath lath path (hath) Pith with. Both  
doth loth moth. Next.

*Some easy Lessons on the foregoing Tables, consisting of  
Words not exceeding four Letters.*

### LESSON I.

**H**OLD in the Lord, and mind his Word.  
My Son, hold fast the Law of the Lord.

My Son, mind not thy own way; but the way of God.  
Do not tell a Lie, and let not thy Hand do Hurt.

### LESSON II.

Let all Men mind the Will of the Lord.

Let no Man hurt you if you can help it.

Do as well as you can: and do no Ill.

The Lord is my Rock.

LESSON

LESSON III.

Who is God but the Lord ! and who is on high  
at our God !

I will call on the Lord, all the Day long.

To the Lord will I lift up myself.

O cast me not out with bad men.

LESSON IV.

God is kind to me, and doth help me.

Mark the Man that doth well, and do so too.

Let thine Eye be on me, O Lord, my God.

Help such Men as want Help ; and do not sin.

LESSON V.

Hurt no Man, and let no Man hurt you.

Let thy Sins past put you in mind to mend.

Send Aid to help me, O Lord, my God.

Use not thyself to tell a Lie.

LESSON VI.

My Son walk not in the Way of bad men, but walk  
the Law of the Lord.

Let not God go out of thy Mind, for he is thy Rock.

The Lord can tell what is best for me : To him will  
go for Help.

TABLE V.

*Words of four Letters, viz. a Vowel placed between the  
two latter Consonants.*

LAB crab drab scab stab (swab.) Crib drib glib.  
Knob. Chub c'ub drub grub snub. Brad clad  
ad shad. Bred bled fled shed sped. Clod plod shod  
od. Stnd. Brag drag flag shag snag slag wag  
rag. Grig swig trig twig. Clog flog frog prog.  
Drug plug slug snug. Drac sham. Them. Brim  
im skim swim trim whim. From (whom). Crum  
um scum. Bran clan plan span than (swan). Then  
en wren. Chin grin shin skin spin thin twin.  
un ston. Chap clap flap slap snap trap wrap (swap)  
Step



Step. Chip clip ship skip slip trip whip. Chop  
erop drop prop shop stop stop. Scar star. Blur spur  
flur. This. Thus. Brat char goat plat flat that  
(what) Fret whet. Knit slit spit. Blot knot trot  
plot shot spot. Glut shut slut smut. Flax flux.

*More easy Lessons on the foregoing Tables, consisting of  
Words not exceeding four Letters.*

### LESSON I.

**T**HE Eye of God is on them that do ill.

Go not from me, O God, my God.

The Lord will help them that cry to him.

My Son, if thy Way is bad, see that thou mend it.

### LESSON II.

When just Men do well, then ill Men fail.

I will mind my Way, that I may not fail.

He that doth go with ill Men will fall.

Do all that is just; and let no ill will be in thy Mind.

### LESSON III.

Shun them that will hurt you, lest you be hurt  
by them.

My Son, walk not with them that are bad, lest you  
do so too; but walk in the Law of the Lord, and God  
will help you.

Hold in the Lord, and lend an Ear to his Word.

### LESSON IV.

My Son, hold fast the Word of the Lord.

My Son, mind not thy own will, but the will of God.

My Son, mind the Law of God, and you will do well.

My Son, call on the Lord, and he will help you.

### LESSON V.

Go from the Man who will hurt you; and hurt no  
Man thyself.

All Men go out of the Way, and do not mind God.

God doth see us, and all that we do.

I will sing of the Lord, all the Day long.

### LESSON VI.

With my Lips do I tell of the Law of God; and I will  
talk of his Word.

## to the *English Tongue.*

I will run the Way of thy Law : O help me in it.  
I am glad that the Lord doth lend an Ear to me :  
for this will I call on him, and pay my Vow.

### T A B L E VI.

*Words of four Letters, viz. two Consonants and two Vowels,  
the latter Vowel serving only to lengthen the Sound of the  
former, except where it is otherwise marked.*

**B** A B E. Robe. Face lace mace race. Dice lice  
mice nice rice vice. Fade jade made wade  
die ride side tide wide. Rude. Safe. Life wife  
age page rage sage. Huge. Bake cake make rake  
ke take. Like pike. Joke poke yoke. Duke puke.  
ale pale sale tale vale.

File mile pile tile vile wile. Hole mole pole.  
Rule rule. Came dame fame game lame name  
me tame. Lime time. Come some some home.  
ume. Bane lane mane pane. Dine fine kine line  
ine pine vine wine. (Dòne) (gòne) (nòne) Bone  
one tone. Tune.

Cape rape tape (gape) Pipe ripe wipe tipe.  
ope hope mope pope rope sope. Care dare fare  
are mare pare. Here mere (were) Dire fire hire  
ire fire tire wire Core gore more pore tore tore  
ore. Cure pure sure. Base case. Rise (rise wise)  
ose (dose hose lose nose rose)

Duse (use muse) Else. Bate date fate gate hate  
e mate pate rate. Bite kite mite rite. Dote mote  
te vote. Lute mute. Cave have pave rave save  
ave. Dive five hive (give live live) Rove (dòve  
ve) (mòve) Gaze maze. Size.

*are easy Lessons on the foregoing Tables, consisting of  
Words not exceeding four Letters.*

### L E S S O N I.

**N** O D doth mind all that we say and do.

**I** T his life is not long ; but the life to come has no end.

We must love them that do not love us, as well as  
them that do love us.

We must pray for them that hate us.

L E S S O N

## A New Guide.

## L E S S O N II.

We must do to all Men as we would be done to.  
 The Lord is God; it is he that hath made us.  
 He must live well, that will die well.  
 He doth live ill, who doth not mend.

## L E S S O N III.

A bad Life will make a bad End.  
 We must let the Time past put us in mind of the  
 we have done.

In the time to come we must do ill no more.  
 Be kind to all Men, and hurt not thyself.

## L E S S O N IV.

Wo to me if I live not well,  
 We can hide no Work from God; for the Lord he  
 God, and he is Lord of all.  
 Mind what is best: and do all that is just; and love all  
 whom you have to do with.

## L E S S O N V.

He that doth love God, God will love him.  
 One God doth rule all. The Lord is God.  
 None is like to God, and we are all in his Hand.  
 The Lord is my King; he is the Lord of all: And  
 by the Word of the Lord all was made.

## L E S S O N VI.

God is the most high God; he sets up Men, and he  
 doth help them that are just.  
 Go not far from me, O Lord, my God.  
 The Time will come when all Men must be put in  
 the Dust.

## T A B L E VII.

*Words of Four Letters. viz. two Consonants and a  
 Diphthong.*

**L** AID maid paid. Fail jail nail rail fail tail.  
 Main. Fain gain main pain rain vain. Fair  
 hair pair. Bait wait Void. Soil toil. Coin join.  
 Daub. Thou. Loud. Foul soul. Pour four (your)  
 Gout rout. Free free knee thee tree. Deed feed  
 heed need seed weed. Beef.

Beef. Leek meek seek week. Feel heel reel.  
Seem Been keen seen. Deep keep peep weep.  
Deer jeer leet peer. Feet meet. Good hood wòod.  
Hoof roof. Bòok còok hòok lòok tòok (rook)  
Cool fool pool tool (wool) Doom room. Moon  
noon soon. Coop hoop loop soop.

(Door) poor Fòot (fòot) Boot hoot root. Flee  
plea: Ease. Dèad hèad lèad rèad bèad lêad rêad.  
Deaf leaf. Leak reak weak. Deal héal méal féal.  
Beam seam team. Lean mean wean. Heap leap  
reap. Bear tear wear (deaf fear hear year) Heat  
meat feat. Load road toad. Loaf: Soak. Coal  
goal foal. Foam roam. Roar. Boat coat goat moat.  
Oath. Coax.

Chaw draw flaw gnaw spaw thaw. Dawn fawn  
lawn pawn. Brew knew flew stew (skew) Lewd.  
Blow crow flow glow grow know slow snow flow  
(plow brow) Bowl fowl nowl. Down gown town.  
Bray clay dray fray gray play pray slay stay sway.  
Grey they whey. Lieu. View. Sloe (shoe) Blue  
glue true.

*More easy Lessons on the foregoing Tables, consisting of  
Words not exceeding Four Letters.*

L E S S O N I.

**W**HEN we go out, and when we come in, we are not  
out of the Eye of God.

When we pray to God with a pure Mind, he will  
hear us and help us: But if our Mind be not pure when  
we pray to him, he will not hear us.

All the Day long, God does mind what we do with  
our Time.

L E S S O N II.

The Word of God is true; it is gone from his Lips,  
and will come to pass.

He that took on him the Form of Man to save us, is  
God, and came down from God.

This is he, who when he came did shew to us the  
Way of Life, that we may work the Work of God.

L E S S O N



## LESSON III.

All my Joy is in the Lord, and in them that love  
Vays

The Lord is nigh to all them that call on him.

It is good to draw near to God, that he may draw  
near to us.

I will call on the Lord for Help, that I may be saved  
from them that hate me.

## LESSON IV.

The Ways of God are not like the Ways of Man.

The Lord God is God of gods, and Lord of All.

Just and true are thy Ways, O Lord God ! Thy Word  
is true.

I am the Lord ; I AM that I AM ; this is my Name.

## LESSON V.

The Word was with God, and the Word was God.

None but God can tell what is to come.

I must not do an ill act ; if I have done it once, I must  
do so no more.

No Man can say, he hath seen God ; for none hath  
seen him, and none can see him.

## LESSON VI.

He that doth love God will keep his Law.

All ye that love the Lord. see that ye hate Sin.

I will love thee, O Lord, as long as I live.

Keep me, O God, for my Hope is in thee.

I will call on the Lord for Help, that I may be saved  
from them that hate me.

## TABLE VIII.

*Words of Five, Six, &c. Letters. viz. one Vowel, and  
the rest Consonants.*

**T**HROB. Scrub shrub. Shred thred. Sprig  
Scrap strap. Scrip strip. Sprat. Split spr  
Strut. Black. Clack brack crack knack slack smack  
shack stack track. Check speck. Brick chick stick  
thick trick. Block clock crock flock trock knock  
shock stock.

Chuck

Chuck cluck pluck truck struck. Traft. Strict.  
Didst midst. Chaff staff. Cliff. Skiff stiff whiff.  
Scoff. Bluff gruff snuff stuff. Craft graft shaft.  
Cleft theft. Drift shift swift thrust. Flight light  
might night sight right bright slight fright flight.  
Child. Scold. Chalk stalk.

Shall small stall scrawl. Dwell shell smell spell  
swell. Chill skill spill still shrill. Psalm. Whelm.  
Whelp. Shalt. Smelt spelt. Spilt silt. Plumb  
thumb. Cramp stamp. Shrimp. Plump thump slump  
trump. Nymph. Brand grand stand strand. Bied  
spend. Blind grind.

Bring sling sting swing thing spring string. Thong  
throng wrong strong. Tongs. Lungs. Blank flank  
frank plank prank shank thank. Brink chink drink  
shrink stink think. Drunk trunk. Chant grant  
plant flant (scant) Scent spent. Flint print. Front.

Blunt brunt grunt. Third. Sword. Scarf (dwarf  
wharf) Scurf spark stark. Shirk. Stork. Twirl  
whirl. Churl. Charm (swarm) Storm. Stern.  
Scorn thorn. (Shörn swörn) Churn spurn. Sharp.  
Chirp. Smart start (thwart) Flirt shirt skirt. Sport  
(thört snört) Blurt spurt.

Clash flash gnash slash trash. Flesh fresh thresh.  
Swish. Blush brush crush flush plush thrush. Flask.  
Brisk whisk. Clasp grasp. Crisp. Brats glass grass (class)  
Bless dress press stress. Bliss. Cross Dross (glòss) (gròss)  
Truss. Blast. Blest chest dress. Twist wrist. Ghost.

Crust trust thrust. Smith. Broth cloth froth  
(loth) Truth. Birth. Forth (worth) World.  
Hanch lanch branch stanch. Bench trench drench  
stench wrench. Arch march parch starch. Perch.  
Birch. (Pörch) tòrch scòrch. Lurch church. Corps.  
Harsh marsh. First thirst.

Burst curst durst. Batch catch hatch latch match  
patch snatch thatch (watch) Fetch kerch sketch.  
Itch ditch hitch pitch firch stich twich which.  
Boch notch scotch Crutch. Length strength.  
Tenth. Ninth. Fifth sixth.

*Some*

*Some easy Lessons on the foregoing Tables, consisting of Words not exceeding Six Letters.*

## LESSON I.

**L**OVE not the World, nor the Things that are in the World; for all that is in the World, the Lust of the Flesh, and the Lust of the Eye, is not of God, but of the World.

In God I have put my Trust, I will not fear what Flesh can do to me.

## LESSON II.

Thou shalt love the Lord thy God with all thy Mind and with all thy Soul, and with all thy Might.

All Things wax old, and fade, but God is and will be the same: He hath no End.

The Son of God came to wash us from all Sin, that he might save us. I will be glad in his Name.

## LESSON III.

Let us all do that which is best, and this will be the Way to make God love us.

The Lord God shall bless me, as my right Way has been seen by him: And as my Hands have been pure, so shall he save me.

The Way of the Lord is pure, so is his Word: He helps them that trust in him.

## LESSON IV.

Some Men will pass by an ill Act, and some will not; but if we fear God and keep his Word, he will not cast us off.

Let all the World fear the Lord.

Flee from Vice, and love that which is good.

The Fear of God is with them that love him.

## LESSON V.

We have one God, by whom are all Things.

The Works of Man are not like God's Works.

Mind what the Man of God saith; for he shews to you the Way of Life.

God will rid me from my strong Foes, and from them that hate me: for they are too strong for me.

## LESSON

LESSON VI.

God hath made my Feet like Harts Feet: and he hath set me up on high.

O my God, I cry to thee in the Day-time, but thou dost not hear; and in the Night I take no Rest.

We will call on thy Name, O Lord, so shalt thou save us; we will put our Trust in thee, and thou wilt keep us.

T A B L E IX.

*Words of Five, Six, &c. Letters, viz. two Vowels and the rest Consonants: the latter Vowel serving only to lengthen the Sound of the former, except where it is otherwise marked.*

**B**RIBE tribe scribe. Globe. Brace chace grace  
place space. Price slice spice thrice twice.  
Sluce spruce. Blade shade spade trade. Chide Pride  
slide stride. Chase. Knife strife. Stage. Drake  
shake shake snake stake. Spike strike. Broke choke  
cloke smoke stoke stroke.

Scale stale. Smile stile while. Strele scrole (whole)  
Blame flame frame shame. Scheme theme. Chime  
crime prime slime. Crane plane. Brine shine swine.  
thine twine. Drone prone stone throne. Prune.  
Scrape grape shape. Gripe tripe stripe snipe. Slope.

Blare glare share scare snare spare. There where.  
Spire (shire) Score shore snore store. Chase (phrase)  
Close prose (chose close those) (whose) Prate scate  
late state. Smite spite white. Blote smote. Flute.  
Brute. Brave crave grave knave shave slave stave.  
Drive strive thrive.

Clove grove strove (glöve shöve) (pröve) Blaze craze  
glaze graze. Prize. Chance dance prance trance.  
Hence fence pence ~~seuse~~ thence whence. Mince prince  
since. (Once) (Scönce) Dunce. Badge sadge.

Edge hedge wedge sledge pledge fledge. Ridge  
bridge. Dodge lodge. Judge grudge tudge. Range  
change



change strange. Hinge finge cringe fringe swing  
twinge. Plunge spunge. Farce (scarce) Herse verse  
Horse (worse.)

Burse nurse purse. Barge large charge. Serge  
verge. Forge (gorge) Urge purge. Taste waste  
haste paste. Bathe swathe (lathe) Blithe suite tith  
withe. Loth clothe. Lapse. Halve. Dèlve hèlve  
twelve. Carve starve. Sèrve. Sèlves. Wolfe  
Plague. Rogue vogue. Tongue.

*More easy Lessons on the foregoing Tables, consisting of  
Words not exceeding Six Letters.*

### LESSON I.

**S**HEW me the right Way, O Lord, and guide me in  
O think not on my past Sins ; but think on me  
O Lord, for my good.

All the Paths of the Lord are Truth to such as keep  
his Laws.

He that doth love the Lord shall dwell at Ease ; and  
his Seed shall have the Land.

### LESSON II.

Put thy trust in God, and he will help thee.

It is a good thing to give thanks, and to call on the  
Name of the Lord.

Let us sing Psalms to the Lord our God.

When thou shalt make a Vow to the Lord thy God  
thou shalt not be slack to pay it.

### LESSON III.

That which is gone out of thy Lips, thou shalt keep  
And if a Man vow to the Lord, he shall keep his Oath.

Let us stand fast. Let us strive to be good.

Charge them that are rich in this World, that they  
do good, and be glad to give.

### LESSON IV.

Turn your selves from all your Sins ; else God  
whet his Sword, and bend his Bow.

Let us judge our selves, that God may not judge us.

Let us not mind high Things, nor be as those  
who do their Works to be seen of Men.

LESSON

## LESSON V.

Thanks be to the Lord, for he hath been kind to me  
in a strong Place.

Be strong all ye that trust in the Lord.

Fear the Lord, all ye that dwell in the World,

The Man is blest, whose Trust is in the Lord,

Keep thy Tongue and thy Lips from Ill.

## LESSON VI.

See that ye lose not those Things that be good.

The Day of Christ is at Hand; and he will judge the  
World, both the Quick and the Dead.

We shall all change at the last Trump; and all that  
are in the Grave shall then come forth, that God may  
judge them.

## TABLE X.

*Words consisting of Five, Six, &c. Letters, viz. a  
Diphthong and the rest Consonants; except some  
few which end in e final.*

**F**RAIL snail trail. Claim. Brain chain grain slain  
stain train sprain strain. Paint faint taint. Raise  
praise. Faith saith. Hair their. Eight freight weight  
(height) Eighth. Voice choice. Broil spoil. Joint  
point. Noise poize. Moist. Quart. Quick. Quench.  
Squib. Squirt. Fraud. Laugh. Caught taught  
(draught)

Daunt haunt taunt vaunt flaunt flaunt. Cause  
pause gauge. Couch pouch vouch crouch slouch  
(touch) Croud cloud proud shroud. Cough trough  
(tough) Plough slough (dough though) (through)  
Ought bought frought nought sought brought  
thought (drought)

Mould (could should would) Ounce bounce pounce  
Bound hound pound round sound ground (wound)  
Count mount. Mourn. Course. House louse mouse  
(spouse rouse) Clout doubt scout shout spout stout  
trout sprout. Mourn south (youth) Fourth. Three.  
Leech speech. Bleed breed speed steed. Cheek sleek.

change strange. Hinge finge cringe fringe swing  
twinge. Plunge spunge. Farce (scarce) Herse verse  
Horse (worse.)

Burse nurse purse. Barge large charge. Ser-  
verge. Forge (gorge) Urge purge. Taste wa-  
haste paste. Bathe swathe (lathe) Blithe suke tith-  
withe. Loth clothe. Lapse. Halve. Dèlve hèlve  
twèlve. Carve starve. Sèrve. Sèlves. Wolve  
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stain train sprain strain. Paint faint taint. Raise  
praise. Faith saith. Hair their. Eight streight weight  
(height) Eighth. Voice choice. Broil spoil. Joint  
point. Noise poize. Moist. Quart. Quick. Quench.  
Squib. Squirt. Fraud. Laugh. Caught taught  
(draught)

Daunt haunt taunt vaunt flaunt flaunt. Cause  
pause gauge. Couch pouch vouch crouch slouch  
(touch) Croud cloud proud shroud. Cough trough  
(tough) Plough slough (dough though) (through)  
Ought bought frought nought fought brought  
thought (drought)

Mould (could should would) Ounce bounce pounce  
Bound hound pound round sound ground (wound)  
Count mount. Mourn. Course. House louse mouse  
(spouse rouse) Clout doubt scout shout spout stout  
trout sprout. Mourn south (youth) Fourth. Three.  
Leech speech. Bleed breed speed steed. Cheek sleek.



Kneel steel wheel. Green queen screen spleen. Creep  
sheep sleep steep sweep. Cheer steer sneer. Cheese  
(geese fleece) Fleet sheet street sweet. Teeth  
(sette) Sleeve. Freeze sneeze squeeze. Blood  
hood (hood) Proof.

Brook shook. School stool (wool) Bloom broom  
groom. Spoon swoon. Droop scoop sloop stoop.  
Floor. Goose loose (noose choose) Shoot Tooth  
(booth smooth) Each reach teach preach. Dread  
tread spread knead plead. Sheaf. League. Bleak  
sneak speak steak squeak.

Realm. Dèalt. Health. Wealth. Cream dream  
steam stream. Clean glean stean. Cleanse. Cheap.  
Clear shear smear spear (swear) Search. Earl pearl.  
Earn learn. Earth dearth (hearth) Heart. Fleas  
please tease.

Cease lease crease peace. East beast feast least  
(breast) Bleat cheat treat wheat (great) Sweat  
thrust. Death breath (heath sheath) Breathe sheathe  
wreath. Heave leave weave cleave. Coach poach  
roach broach. Broad. Groan.

Boast roast toast. Float throat (groat) Brief chief  
thief. Niece piece. Fiend (friend) Fierce pierce.  
Field yield shield. Priest. Grieve thieve. Guard.  
Suit fruit. Build. Guide. Guile. Quilt. Juice.  
Bruise. Brawl crawl drawl. Brawn pawn. Screw  
shrew strew threw. Throw. Known thrown (brown  
clown crown down frown.)

*More easy Lessons on the foregoing Tables.*

### LESSON I.

**I** Will give Thanks to thee, O Lord, with all my  
Heart; and praise thy Name.

I will praise the Name of God with a Song; for this  
shall please the Lord.

Serve the Lord with Fear, and let your Heart stand in  
awe of him.

He that fears not God, is in the Way of Death.

LESSON

LESSON II.

Great is the Lord, and great is his Name.

Seek the Lord while he may be found; Call on him while he is near.

Trust in the Lord with all thy Heart.

In thee, O Lord, have I put my trust; let me not be put to Shame; but help me, lend thine Ear to me and save me.

LESSON III.

Thou, O Lord, art the Thing that I long for; thou art my Hope from my Youth.

O let my Mouth be full of thy Praise, that I may sing of thee all the Day long.

Cast me not from thee in the Time of Age; And leave me not when my Strength doth fail me.

I will go forth in the Strength of the Lord God; and will praise thee more and more,

LESSON IV.

Thou, O God, hast taught me from my Youth up till now; and I will tell of thy great Works.

Great Things are they, that thou hast done; O God, who is like to thee?

The Lord doth know the Way of good Men, and the Way of bad Men shall come to nought.

I did call on the Lord with my Voice; and he heard me out of his Hill.

LESSON V.

O ye Sons of Men, how long will ye hate God? Know this, that the Lord will choose the Man that is good: When I call on the Lord, he will hear me.

Stand in awe and sin not: Search your own Heart by your self, and be still.

Pour out your Praise to God; and put your Trust in the Lord.

LESSON VI.

I will lay me down in Peace, and take my Rest, For it is thou, O Lord, that dost make me dwell in Peace.

O hear thou my Voice, my King and my God; for to thee will I pray.

My

My Help doth come from God, who doth keep all them that are true of Heart: and for this I will praise the Name of the Lord most High.

# OF DISSYLLABLES.

## TABLE I.

*Some easy Words accented on the first Syllable, whose Spelling and Pronunciation are nearly the same.*

<b>A</b> B-fence	bor-der	com-merce	doc-trine
a-corn	bo-som	com-mon	do-er
ac-tor	bri-er	con-cord	do-tage
ac-trefs	brim-stone	con-duct	dra-per
ad-der	bro-ken	con-quest	dress-er
ad-vent	buf-fet	con-serve	drof-sy
af-ter	but-ter	con-sult	drug-get
al-lum	Ca-per	con-test	drug-gift
al-so	car-rot	con-tract	drum-mer
am-ber	cart-er	con-trite	drunk-ard
am-bush	chaf-finch	con-vent	dul-lard
an-gel	cham-ber	con-verse	dung-hill
a-ny	chan-nel	con-vert	du-ty
ar-bor	chap-man	cor-ner	dy-er
art-ful	chap-ter	cost-ly	Edg-ing
ar-tist	cha-sten	craf-ty	el-der
art-les	chat-ter	cra-zy	em-bers
Back-ward	chef-nut	crib-bage	em-blem
ba-ker	child-ish	cri-er	en-ter
bal-lad	chil-dren	cru-el	en-gine
bank-er	chil-ly	crup-per	e-ven
ban-ter	chop-per	cul-ture	e-vil
bant-ling	church-man	cum-ber	ex-tant
bap-tist	ci-der	cut-ler	Fac-tor
bar-ber	cin-der	Dar-ling	fag-got
bar-rel	cler-gy	di-al	fan-cy
bash-ful	cof-fin	di-et	fan-tom
bet-ter	col-lect	dif-fer	farm-er
bit-ter	com-fort	din-ner	fa-tal
blun-der	com-ment	doc-tor	fat-ling

fe-male

fe-male	gar-ter	her-mit	kit-chen
fe-der	gen-try	hin-der	Lad-der
fen-nel	gib-bet	hin-drance	lan-cet
fer-ret	gip-sy	ho-ly	land-lord
fe-ver	glim-mer	home-ly	land-mark
fid-ler	glit-ter	hope-ful	land-skip
fil-let	glo-ry	hor-net	lan-tern
fi-nal	glof-sy	hor-rid	lap-pet
fi-ring	glut-ton	hor-se-man	lap-wing
fla-grant	god-ly	hoft-ler	lat-te
flan-nel	gold-finch	hu-man	la-zy
flac-ter	grace-ful	hun-dred	le-gal
flu-ent	graf-sy	hunt-er	let-ter
flut-ter	grate-ful	hurt-ful	li-ar
fod-der	gra-vy	huf-band	like-ly
fog-gy	grit-ty	I-cy	lim-ber
fol-ly	gru-el	i-dol	limn-er
fop-pish	gul-let	in-fant	li-ning
fore-man	gun-ner	in-moft	lin-net
fore-tafte	gun-shot	in-feet	li-on
for-ty	guf-set	in-side	lit-ter
fran-tic	gut-ter	in-ftance	lodg-er
fret-ful	Ham-let	in-step	lof-ty
frow-ard	ham-mer	in-to	lone-ly
fro-zen	hand-ful	in-ward	lone-some
fru-gal	han-dy	i-vy	lord-ly
fu-el	hang-er	Jest-er	lord-ship
fun-nel	hang-ings	joc-key	luc-ky
fur-long	han-fel	jol-ly	lug-gage
Gal-lon	hap-py	judg-ment	Ma-ker
gal-lop	hard-ship	jug-ler	mam-mon
game-some	har-dy	julep	man-ful
game-fter	har-lot	ju-ry	man-ly
gam-mon	har-per	Ken-nel	man-na
gan-der	hartf-horn	ker-nel	man-ner
gar-land	har-veft	kin-dred	ma-ny
gar-ment	hatch-et	king-dom	mar-gin
gar-ret	help-ful	kinf-man	mar-ket
			ma-tron



ma-tron	par-snip	ram-mer	scorn-ful
max-im	par-lor	ran-dom	scra-per
mem-ber	part-ner	ran-som	se-cret
mer-cy	par-ty	ran-ger	sel-dom
mer-ry	pat-tern	ran-ter	self-ish
mil-ler	pave-ment	ra-ther	sen-tence
mit-tens	pen-cil	re-al	ser-mon
mo-dish	pen-ny	rec-tor	ser-pent
mo-ment	pep-per	rem-nant	ser-vant
morn-ing	per-fect	ren-der	sex-ton
mor-tal	per-son	ren-net	sha-dy
mot-to	pic-ture	ri-der	shame-ful
mud-dy	pig-gin	ri-ot	sharp-en
mur-der	pil-fer	rob-ber	sharp-er
mur-mur	pil-grim	rub-bish	shat-ter
mut-ter	pil-lar	ru-by	shep-herd
Nap-kin	pi-lot	rug-ged	shil-ling
nice-ly	pi-per	ru-in	short-ly
nim-ble	pip-kin	ru-ler	shut-ter
nine-ty	plat-form	rum-mage	sig-nal
ninth-ly	plat-ter	run-ner	si-lence
num-ber	pli-ant	ru-ral	si-lent
nut-meg	plu-mage	Sa-cred	sil-ly
Of-fer	plum-met	sad-ler	sil-ver
of-fice	po-et	safe-ty	sim-per
on-set	pos-set	sal-lad	sim-pler
or-der	pre-cept	sal-ver	sin-ful
or-gan	pru-dent	san-dy	sin-ner
o-ver	pup-py	sat-chel	six-fold
Pa-gan	pur-blind	sat-tin	six-ty
pam-per	pur-chase	scab-bard	skil-ful
pan-nel	pur-pose	scaffold	skin-ny
pan-try	Quar-rel	scam-per	skip-per
pa-per	quar-ter	scan-dal	slan-der
pa-pist	qui-et	scan-ty	slat-tern
par-cel	Rab-bet	scar-let	slen-der
par-don	rag-ged	scat-ter	slim-y
pa-sents	ra-ker	scol-lop	slip-per
			stoth-ful

loth-ful	ful-len	tra der	ul cer
lug-gish	ful-try	trans port	un der
lum-ber	sum-mer	trench er	un to
lut-tish	sum mon	tri al	up per
mo-ky	sun der	trot ter	up shot
mug-gler	sup per	tru ant	up side
nap-pish	sur face	tru ly	up most
o-ber	sur ly	trum pet	ut ter
or rel	sur name	tu lip	use ful
ot-tish	Tab by	tum bler	Wa fer
pi-cy	tal ly	tu mult	wa ger
pi-der	tame ly	tun nage	wa ges
pin-net	tan ner	tun nel	wake ful
pin-ner	ta per	tur ky	wan der
pin-ster	tap ster	tur nip	wan ton
pite-ful	tar dy	turn er	ward robe
plen-did	tar nish	turn pike	war like
plen-dor	tat ler	turn stile	war rant
plin-ter	tat ter	tu tor	wasp ish
pun-gy	tem per	Va cant	waste ful
rag-ger	tem pest	va grant	wed ding
ram-mer	ten der	val ly	wel fare
ran-dish	ten dril	var nish	west ern
art-lish	tenth ly	va ry	west ward
ern-ly	tet ter	vel lum	wet shod
in-gy	thank ful	vel vet	wharf age
o-ny	there fore	ven ture	wher ry
op-page	thresh er	ver mln	whim sy
op-per	thread bare	ves sel	whis per
o-ry	thun der	vic tim	wil ful
range-ly	time ly	vin tage	will ing
ran-ger	ti dings	vi per	win ter
rong-ly	til lage	vir gin	wis dom
u-dent	tim ber	vi tal	wo ful
u-pid	tin der	vo cal	wor ship
ub-ject	tor ment	vul gar	worth less
u-den	tor rent	Ud der	wor thy
et	to ry	ug ly	Yon der
u-fer			<i>Some</i>

*Some easy Lessons on the foregoing Tables, consisting of Words not exceeding two Syllables.*

## LESSON I.

**I**T is God that girdeth me with Strength of War ; and maketh my Way perfect.

He maketh my Feet like Harts Feet ; and setteth me up on high.

My Foes shall cry, but there shall be none to help them : Yea even unto the Lord shall they cry, but he shall not hear them.

For this Cause will I give Thanks unto thee, O Lord, and sing Praise unto thy Name.

## LESSON II.

Unto thee, O Lord, will I lift up my Soul : My God, I have put my Trust in thee.

Lead me forth in thy Truth, and learn me ; for thou art the God of my Health : In thee hath been my Hope all the Day long.

Call to mind, O Lord, thy tender Mercy, which hath been of old.

The Secret of the Lord is with them that fear him ; and he will shew them his Law.

## LESSON III.

Hear my Voice, O Lord, when I cry unto thee, have Mercy on me and hear me.

O hide not thou thy Face from me ; nor cast thy Servant from thee in thy Wrath.

Teach me thy Way, O Lord, and lead me in the right Way.

O my Soul, wait thou on the Lord ; be strong and he shall comfort thine Heart ; and put thou thy Trust in the Lord.

## LESSON IV.

Unto thee will I cry, O Lord, my Strength : Think not Scorn of me, lest if thou make as though thou didst not hear, I be made like them that go down into the Pit.

The Lord is my Strength and my Shield, my Heart hath trusted in him, and I am helped : Therefore my Heart danceth for Joy, and in my Song will I praise him.

## LESSON

LESSON V.

I fought the Lord, and he heard me ; Yea, he saved me out of all my Fear.

O taste and see how good the Lord is : Blessed is the Man that trusteth in him.

O fear the Lord, ye that are his Saints : For they that fear him, want no good Thing.

The Lions do want and suffer much : But they who seek the Lord, shall want no manner of Thing that is good.

LESSON VI.

What Man is he that lusteth to live; and would fain see good Days ?

Keep thy Tongue from Evil ; and thy Lips that they speak no Guile.

The Eyes of the Lord are over good Men ; and he doth hear them when they pray.

The Lord doth save the Souls of his Servants ; and all they that put their Trust in him shall not want Help.

T A B L E III.

*Words accented on the first Syllable ; the Spelling and Pronunciation being different.*

<b>A</b> L fo	bound less	bu' ry	chil blain
al way	braw' ny	bu' shel	child hood
am ple	breath less	bu' shy	cho' lic
an' cle	brew er	bu' stle	cho rus
an' ger	brew house	Ca ble	chri' sten
ap ple	brew is	ca' mel	chy' mist
Ba' lance	brick kiln	cap tain	ci' stern
bare foot	bride groom	care ful	ci' ty
beast ly	bride maid	care less	cla' mour
bel fry	brief ly	cen sure	clean ly
bel low	bright ness	chal dron	clear ly
bird lime	bri' stle	cha' pel	clo' set
bi' shop	brit tle	char coal	co' bler
ble' mish	bro' ther	cheap en	co' lour
bloo' dy	buc kle	cheap ness	co' lumn
blu' ster	buck ram	cheese cake	co' met
bon fire	build er	che' rish	com rade
			con jure



con jure  
 co' py  
 co' ver  
 coun sel  
 coun ter  
 coun ty  
 cou' ple  
 cou' rage  
 cre' dit  
 cre' vice  
 crew et  
 crick et  
 cru' sty  
 cry' stal  
 cup board  
 cu' stom  
 Dai ly  
 dai sy  
 da' mage  
 da' mask  
 daugh ter  
 dead ly  
 deaf en  
 dear ly  
 debt or  
 de' vil  
 dex trous  
 dim ple  
 dir ty  
 di' stance  
 di' stant  
 doc tress  
 dou' ble  
 doubt ful  
 down right  
 do' zen  
 drag gle  
 dri' ven

drow sy  
 du' sky  
 du' sty  
 Eagle  
 ea glet  
 earl dom  
 earth ly  
 ear' thy  
 ear wig  
 e' cho  
 eight fold  
 eighth ly  
 eigh ty  
 ei ther  
 en trails  
 e' ver  
 eye brow  
 eye sight  
 eye sore  
 Fair ly  
 fai ry  
 faith ful  
 fa' mine  
 fa' mish  
 fa ther  
 fa' thom  
 fat ten  
 fa vour  
 fau' cet  
 fault less  
 faul ty  
 fear less  
 fea' ther  
 fea ture  
 fe' ster  
 fid dle  
 fierce ly  
 fifth ly

fi' gure  
 fla' gon  
 flam beau  
 fla' sket  
 fla vor  
 flo' rid  
 fon dle  
 foot pace  
 foot pad  
 foot step  
 fo' reign  
 fore thought  
 for tress  
 found er  
 four score  
 fourth ly  
 frail ty  
 frec kle  
 freck led  
 freck ly  
 free hold  
 free ly  
 free stone  
 friend less  
 friend ly  
 fright en  
 fright ful  
 fro' lic  
 fro' sty  
 fro' thy  
 fruit ful  
 fru' strate  
 Gain ful  
 gain say  
 ga' ther  
 gau dy  
 ge' sture  
 ghost !

gi' blets  
 gin' gle  
 giv en  
 giv er  
 gli' sten  
 gloo my  
 go' spel  
 go' vern  
 grace less  
 gran deur  
 grand son  
 gra' vel  
 grea sy  
 great ness  
 griev ous  
 grift ly  
 gro' gram  
 ground less  
 grum ble  
 guilt less  
 gui' nea  
 Ha' bit  
 haf sock  
 ha' vock  
 haut boy  
 health ful  
 heal thy  
 heart en  
 heart less  
 hear ty  
 hea then  
 hea' vy  
 heed less  
 heir els  
 high ly  
 high way  
 hi' gler  
 hi' ther

hoa ry

ho' ry  
 ho' mage  
 ho' nest  
 hour'ly  
 hum ble  
 hun dredth  
 hun' ger  
 hun' gry  
 hu' sky  
 I' mage  
 in sight  
 Jaun dice  
 Jew el  
 Jour nal  
 Joy ful  
 Juice less  
 Jui cy  
 Kind ness  
 Kna vish  
 Knight hood  
 Knock er  
 Know ledge  
 Knuc kle  
 Lan' guage  
 Lan' guid  
 Lau rel  
 Lea' ther  
 Le' vel  
 Light er  
 I' mit  
 I' quid  
 I' quor  
 U cre  
 U' stre  
 U' sty  
 Ma' dam  
 Ma' gic  
 Ma' lice

man' gle  
 man hood  
 ma' ster  
 ma' stiff  
 mea' sure  
 mea zles  
 me' lon  
 me' rit  
 me' thod  
 migh ty  
 mi' gle  
 mis' chief  
 mi' stre's  
 mi' sty  
 mo' dern  
 mo' dest  
 mo' narch  
 mon' strous  
 mo' ther  
 monn' tain  
 mourn ful  
 mus cle  
 mu' sket  
 mu' s'in  
 mu' stard  
 mu' ster  
 mu' sty  
 Name less  
 na' sty  
 naugh ty  
 need ful  
 neigh bour  
 nei' ther  
 ne' ver  
 noi sy  
 nose gay  
 no' thing  
 no' vel

Oat meal  
 Pad lock  
 pam phlet  
 pas time  
 pa' stry  
 pa' sture  
 pa' sty  
 pea cock  
 pea hen  
 peer ess  
 peer less  
 pe' nance  
 peo ple  
 pe' ster  
 phren zy  
 pi ous  
 pis mire  
 pit chy  
 pla' net  
 plan tain  
 plea' sant  
 plea' sure  
 poi son  
 po' sture  
 prat tle  
 preach er  
 prin cess  
 pro' duce  
 pro' duct  
 pro' fer  
 pro gress  
 pro' mise  
 pro' spect  
 pro' sper  
 psalm ist  
 psal ter  
 pu' nish  
 puzz zle

Quick en  
 quick ly  
 Ram ble  
 ra' pid  
 rat tle  
 ra' vel  
 re' bel  
 re' fuge  
 re' lish  
 rest less  
 rheu mat'ic  
 ri' fle  
 ri' gid  
 ri' gor  
 ri' pen  
 ri' sen  
 ri' ver  
 ri' vet  
 rock et  
 ro guish  
 roll er  
 ro' sin  
 rough ly  
 rus' fle  
 Sal mon  
 sam ple  
 sau cer  
 sau cy  
 sau' sage  
 saw yer  
 scho' lar  
 scis sors  
 scrib ble  
 scuf fle  
 seam less  
 sea son  
 sha' dow  
 shal low  
 show er

show er	straight ly	threat en	weal thy
sic kle	straight way	thread dle	wea ry
sick nefs	stream er	throw ster	wea ver
sim ple	strenght en	tic kle	wed lock
si' new	suc kle	tick lish	weigh ty
sin' gle	sup ple	ti ger	whee dle
skew er	sure ly	ti gress	whee ler
smug gle	sure ty	tin' ker	where fore
soft en	swar thy	tip ple	whirl pool
so' lid	swea' ty	traitor	whit low
soo' ty	sweep er	trea ty	wick ed
south ern	sweet nefs	tre' ble	wi' dow
span' gle	Table	tref pass	wo' man
speak er	tay lor	tri' bute	won drous
spec kle	ta' lent	troop er	woo' dy
spi' got	ta' lon	trou' ble	wool len
spi' nage	tan' gle	twink ling	work man
spi' rit	tat tle	Va' lue	worm wood
spit tle	ta' vern	ve' nom	wor sted
spright ly	tempt er	ver juice	wran' gle
star' tle	te' nant	vi' sage	wrap per
sta' tute	tex ture	vir tue	wre' fte
stea' dy	thatch er	vi' fit	wrist band
stee ple	thick en	Up right	wri ter
sti fle	thiev ish	Waist coat	Youth ful
stock ings	thir ty	wal nut	Zea lot
straight en	tho' rough	wa ter	zea lous

*More easy Lessons on the foregoing Tables, consisting  
Words not exceeding two Syllables.*

### LESSON I.

**I** Will always give Thanks unto the Lord ; his Pr  
shall ever be in my Mouth.

My Soul shall make her boast in the Lord ; The He  
ble shall hear of it and be glad.

O praise the Lord with me : And let us bless  
Name always.

I sought the Lord, and he heard me : Yea, he sa  
me out of all my Fear.

LESSON

LESSON II.

The Angel of the Lord standeth round them that fear him, and saveth them.

The Lord doth order a good Man's Goings, and maketh his Way pleasant to him.

Though he fall, he shall not be cast off; for the Lord keepeth him.

The Lord is nigh unto them that are of a contrite Heart: And will save such as be of an humble Spirit.

LESSON III.

Thy Mercy, O Lord, reacheth unto the Heavens, and thy Truth unto the Clouds.

Thou, Lord, shalt save both Man and Beast.

How great is thy Mercy, O God, and the Children of Men shall put their Trust under the Shadow of thy Wings.

For with thee is the Well of Life: and in thy Light shall we see Light.

LESSON IV.

Have Mercy on me, O Lord, for I am weak: O Lord, heal me, for my Bones are vexed.

My Soul also is sore troubled: But Lord, how long wilt thou punish me?

Turn thee, O Lord, and save my Soul: O save me for thy Mercies sake.

For in Death no Man doth think on thee: And who will give thee Thanks in the Pit.

LESSON V.

O clap your Hands all ye People; O sing unto God with the Voice of Joy.

For the Lord is high, and to be feared: He is the great King over all the Earth!

God is gone up with a merry Noise: And the Lord with the Sound of a Trump.

O sing Praises, sing praises unto our God: O sing Praises, sing Praises unto our King.

LESSON VI.

A wicked Doer giveth heed to false Lips: And a Liar giveth Ear to a naughty Tongue.

Childrens Children are the Crown of old Men; and the Glory of Children are their Fathers.

Let



Let a Bear robbed of her Whelps meet a Man, rather than a Fool in his Folly.

He that is first in his own Cause, seemeth just, but his Neighbour cometh and searcheth him.

## TABLE III.

Note, *The Accent of the following Words is on the second Syllable.*

<b>A</b> Base	a midtt	be lief	con front
ab hor	a mong	be lieve	con fuse
a bide	a muse	be long	con jure
a bout	a noint	be love	con ttrain
a broad	a part	be neath	con sume
ab rupt	ap prouch	be night	con tempt
ab sent	ap prove	be queath	con tend
ab solve	a rise	be set	con tent
ab surd	ar rest	be side	con tempt
ac cept	a' scend	be speak	con vey
ac quire	a' spire	be twixt	cor rect
ad dict	a' stray	be wail	cor rupt
ad dress	a' tone	blas pheme	cre ate
ad journ	at tack	bu reau	De bar
ad mit	at tempt	Ca nal	de ceit
a dore	at tire	ca rouse	de ceive
a dorn	a vail	col lect	de cide
ad vance	a venge	com merce	de clare
a far	a void	com plain	de coy
af fair	a wait	com plaint	de cease
af firm	a wake	com pound	de duce
af fright	a way	com pel	de duct
a gainst	Be come	com ply	de sect
a larm	be cause	com pose	de fend
a like	be friend	com pute	de fence
al lude	be fore	con ceit	de fer
a lone	be gin	con cert	de fy
a maze	be have	con duct	de fine
a mend	be head	con fine	de form
a mends	be hold	con found	de fraud
			de grade

de grade	dis serve	e vince	im merse
de light	dis taste	ex alt	im pair
de note	dis tinct	ex cel	im pale
de part	dis tort	ex cise	im pend
de pose	dis trust	ex cite	im plant
de press	dis tract	ex claim	im press
de pute	di' sturb	ex cuse	im print
de rive	dis use	ex empt	im prove
de scribe	di vert	ex ert	in camp
de fire	di vine	ex ist	in cite
de spite	dra' goon	ex pand	in crease
de spond	Es sect	ex panse	in cure
de stroy	e lope	ex pend	in dent
de test	em balm	ex plode	in dulce
de test	em bark	ex pose	in sect
de vise	em broil	ex tend	in fest
di rect	e mit	ex tort	in firm
dis arm	en chant	ex tract	in flame
dis band	en close	Fif teen	in force
dis burse	en croach	fore arm	in fuse
dis card	en dorse	fore seen	in grate
dis claim	en dure	fore shew	in ject
dis count	en force	fore speak	in scribe
dis course	en gage	fore think	in slave
dis joint	en joy	for get	in snare
dis like	en large	four teen	in stil
dis lodge	en rage	for sworn	in struct
dis may	en rich	ful fil	in sue
dis miss	en rol	Gal lant	in tense
dis own	en sue	ga zette	in trigue
dis pei	en thral	Hence forth	in trude
dis place	en throne	here by	in trust
dis play	en tice	here in	in verse
dis pose	en tire	here of	in vert
dis praise	en treat	him self	in vest
dis prove	e spouse	Im brue	in vite
dis robe	e vade	im burse	Mis chance
dis sent	e vent	im merge	mis count
			mis deed

mis deed	pre serve	re prove	trans gress
mis doubt	pre tend	re strain	trans late
mis give	pre vail	re sume	trans plant
mis hap	pro ject	re tail	trans port
mis lead	pro mote	re tract	trans pose
mis like	pro nounce	re trench	tre pan
mis name	pro pose	re vere	Un apt
mi' spent	pro pound	re volve	un arm
mis place	pro rogue	re ward	un bar
mis print	pro tect	ro bust	un bend
mis rule	pro test	ro mance	un bind
mis take	pur join	Scru toir	un bolt
mis trust	pur suit	se' dan	un clasp
mo left	Re bate	se duce	un clothe
Neg lect	re buke	se lect	un close
nine teen	re cant	sha' lot	un cut
Ob struct	re ceit	fix teen	un dress
ob tain	re cite	sub ject	un fair
oc cur	re cline	sub join	nu fit
of fence	re duce	sub lime	un gain
o mit	re fer	sub orn	un glue
op press	re fit	sub tract	un hasp
out do	re gain	su pine	un heard
out live	re joice	sup pose	un hinge
out strip	re late	su preme	un hook
Par take	re lax	sur mount	un horse
pear main	re ly	sur pass	un hurt
per form	re mark	sur vey	un kind
per mit	re mind	sur vive	un lace
per spire	re mit	su' spense	un like
per rain	re pair	Them selves	un lock
per verse	re pass	there of	un made
per vert	re plete	thir teen	un man
po lite	re pose	tra duce	un mask
por tend	re press	trans act	un paid
pre dict	re prieve	tran' send	un ripe
pre pare	re print	tran' scribe	un safe
pre scribe	re pulse	trans form	un say
			un screw

un screw	un tie	Where as	with al
un seen	un true	where by	with in
un found	un truth	where in	with draw
un taught	un twist	where of	with out
un teach	up on	where with	with stand

*More easy Lessons on the foregoing Tables, consisting of Words not exceeding two Letters.*

### LESSON I.

**T**HE Wicked hath said in his Heart, Tush, God doth forget ; He hideth away his Face, and he will never see it.

Arise, O Lord God, and lift up thine Hand : Forget not the Poor.

Wherefore should the Wicked blaspheme God : While he doth say in his Heart, Tush, thou God carest not for it ?

### LESSON II.

I will rejoice in thee ; yea, my Songs will I make of thy Name, O thou Most High

I will shew all thy Praises within the Ports of the Daughters of Zion : I will rejoice in thy saving Health.

The Lord is known to do Judgment : The Wicked is trapped in the Work of his own Hands.

### LESSON III.

A Man's Heart doth devise his Way ; but the Lord both direct his Steps.

A divine Sentence should be in the Lips of a King ; his Mouth must not transgress in Judgment.

A just Weight and Balance are the Lord's : All the Weights of the Bag are his Work.

The Highway of the Upright is to depart from Evil : He that keepeth his Way doth preserve his Soul.

### LESSON IV.

The wicked Man shutteth his Eyes to devise froward things ; Moving his Lips, he bringeth Evil to pass.

The hoary Head is a Crown of Glory, if it be found in the Way of Goodness



He that is slow to Anger, is better than the Mighty  
And he that ruleth his Spirit, than he that taketh a City.

## LESSON V.

O my Soul, thou hast said unto the Lord, Thou art  
my God, my Goods are nothing unto thee.

All my Delight is upon the Saints that are in the  
Earth: And upon such as excel in Virtue.

I will thank the Lord for giving me Warning: My  
Reins also shall chasten me in the Night season.

I have set God always before me: For he is on my  
Right Hand, therefore I shall not fall.

## LESSON VI.

The Lord is my Shepherd; therefore can I lack  
Nothing.

He shall feed me in a green Pasture; and lead me forth  
beside the Waters of Comfort.

Thou shalt prepare a Table for me, against them that  
trouble me: thou didst anoint my Head with Oil, and  
my Cup shall be full.

But thy loving Kindness and Mercy shall follow me  
all the Days of my Life: And I will dwell in the House  
of the Lord for ever.

*Words of Three Syllables.*

## TABLE I.

Note, *The Accent is on the first Syllable.*

<b>A</b> B so lute	an nu al	bit ter nels
ab sti nence	ap pe tite	bla ma ble
ac ti on	ar ti choke	blas phe mo
ad jec tive	ar ti fice	blas phe my
ad mi ral	a the ist	book sel ler
af ter ward	Ba' che lor	boun te ous
ag gra vate	bar ba rous	bro ther hood
al der man	ba' ron et	bu' si ly
al ma nack	bat tle dore	but che' ry
al pha bet	beg ge ry	but ter fly
a' ni mial	be' ne fit	but te' ry
a' ni mate	be' ve rage	Cal li co
		can di de

can di date  
 can dle stick  
 ca' ni' fter  
 ca pa ble  
 ca' ra way  
 care ful nefs  
 care less ly  
 car pen ter  
 car ri age  
 car ri er  
 ca' te chism  
 ca tho lic  
 cau ti ous  
 ce' le brate  
 cer tain ly  
 cer ti fy  
 chan ce ry  
 change a ble  
 charge a ble  
 cha' rac ter  
 cha' fti ty  
 chear ful ly  
 cheese mon' ger  
 cho' co late  
 cho' le ric  
 chri' ften ing  
 cin na mon  
 cir cu lar  
 cir cum fta nce  
 clean li nefs  
 cle' men cy  
 clo thi er  
 co' me dy  
 co' mi cal  
 com mon er  
 com pa ny  
 con fi dence  
 con fi dent  
 co  
 di d

con ju rer  
 con fta n cy  
 con tra ry  
 co ve tous  
 coun fel lor  
 cu ra cy  
 cu ri ous  
 cu' fto mer  
 Dan ge rous  
 de' so late  
 de' fpe rate  
 de' fti tute  
 di a mond  
 dig ni fy  
 dif fer ence  
 di' li gent  
 d' mi ty  
 di' vi dend  
 dra pe ry  
 drop fi cal  
 drow fi nefs  
 drun kernefs  
 du ti ful  
 Eat a ble  
 e' le gance  
 e' lo quence  
 em bal fy  
 e' mi nence  
 em pe ror  
 e' ne my  
 en mi ty  
 e' pi taph  
 e qua lize  
 e ven ing  
 e' ve ry  
 e vi dent  
 ex cel lent  
 ex er cife

Fac to ry  
 fa' cul ty  
 faith ful ly  
 fal si ty  
 fa' mi ly  
 fan ci ful  
 fa ther lefs  
 fa vor ite  
 fel low ship  
 fif ti eth  
 fi nal ly  
 fi' nifh er  
 fir ma ment  
 fifh e' ry  
 fla' ge' let  
 fluc tu ate  
 fol low er  
 fool e ry  
 for ci ble  
 fo' reign er  
 fo' reft er  
 for mal ly  
 for mer ly  
 for ti tude  
 for tu nate  
 frac ti on  
 fre quen cy  
 fright ful ly  
 fri' vo lous  
 fruit er er  
 fu ri ous  
 fur ther more  
 Gal lant ry  
 gal le ry  
 ge' ne ral  
 gen n' ting  
 gen tle man  
 gin ger bread  
 gla zi er

gla zi er  
 glo ri fy  
 glut to ny  
 go' vern ance  
 go' vern els  
 go' vern or  
 grace ful ly  
 gra ci ous  
 gra du al  
 gra' na ry  
 grand fa ther  
 grand mo ther  
 grate ful ly  
 gra' vi ty  
 gra zi er  
 gree di ly  
 grid i ron  
 griev ous ly  
 gro ce ry  
 guar di an  
 gun ne ry  
 Half pen ny  
 hand ker chief  
 hap pi nefs  
 har mo ny  
 ha' zard ous  
 head bo' rough  
 hear ti ly  
 hea' ven ly  
 hea' vi nefs  
 he' rald ry  
 her bal ist  
 her mit age  
 he' fi tate  
 hi' sto ry  
 hi' ther most  
 hi' ther to  
 hor ri bly

ho fi er  
 ho' spi tal  
 hous hold er  
 hu mor ist  
 hu mor ous  
 hur ri cane  
 hu mor some  
 hus band man  
 hy' po crite  
 Ig no rance  
 im pi ous  
 im pu dent  
 in di gence  
 in di go  
 in do lent  
 in du' stry  
 in fa mous  
 in fa my  
 in fan cy  
 in fer ence  
 in fi del  
 in flu ence  
 inn hold er  
 in ju ry  
 in no cence  
 in so lence  
 in stru ment  
 in te ger  
 in ti mate  
 in ward ly  
 i vo ry  
 Jea lou sy  
 jes sa min  
 jew el ler  
 jo' cu lar  
 jol li ty  
 jour nal ist  
 ju ni per

ju' sti fy  
 Kind wo man  
 kna ve ry  
 Land la dy  
 la' ti tude  
 lau da ble  
 la ven der  
 lec tur er  
 le' ga cy  
 le' gi ble  
 le' thar gy  
 li a ble  
 li' be ral  
 li' ber ty  
 like li hood  
 live li hood  
 li' ve ry  
 lot te ry  
 low er most  
 lu di cious  
 lu mi nous  
 lu na cy  
 lu' sti ly  
 Mac ka rel  
 ma' gi strate  
 mag ni fy  
 ma' je sty  
 main te nance  
 ma' la dy  
 ma' ni fold  
 man ner ly  
 ma' ri gold  
 mar jo ram  
 mar ri age  
 mar tyr dom  
 mar vel lous  
 me' di cine  
 me' di tate  
 me' mo ry

me' mo ry  
 mer ci ful  
 mer ci les  
 messen ger  
 migh ti ly  
 mil le ner  
 mil li on  
 mi' ni' stry  
 mi' ra cle  
 mi' se ry  
 mock e ry  
 mo' nu ment  
 mo va ble  
 moun te bank  
 mul ber ry  
 mul ti tude  
 Na ti on  
 na tu ral  
 nec ta rin  
 ne' ga tive  
 neg li gence  
 nig gard ly  
 night in gale  
 nine ti eth  
 north er ly  
 no' ta bly  
 nou rish ment  
 nu mer al  
 pun ne ry  
 nur se ry  
 Ob li gate  
 ob sti nate  
 ob vi ate  
 oc cu py  
 of fer ing  
 o' ni on  
 o' pe rate  
 o pi um

or der ly  
 or gan ist  
 o' ri fice  
 o' ri gin  
 or na ment  
 o ver board  
 out er most  
 Pa' ra ble  
 pa rent age  
 part ner ship  
 pas sen ger  
 pas si on  
 p' f' over  
 p' f' tu rage  
 pa ti ent  
 pa tri arch  
 pen du lum  
 pen si on  
 pe ri od  
 per qui site  
 per le cure  
 pe' f' ti lent  
 pet ti coat  
 pew ter er  
 pi' ge on  
 pi e ty  
 pil lo ry  
 pi' ti ful  
 pla' ster er  
 plen ti ful  
 pleu ri sy  
 por ren ger  
 poul ter er  
 po' ver ty  
 pow er ful  
 pre' ci ous  
 pre' sent ly  
 pro' di gal

pro' sper ous  
 pro' vi dence  
 psalm o dy  
 pub li can  
 pu' nish ment  
 Qua' li ty  
 quan ti ty  
 quar re' some  
 quar ter age  
 quar ter ly  
 que' f' ti on  
 Ra ri ty  
 ras ber ry  
 ra' ti fy  
 rea di ly  
 rec kon ing  
 re' com pense  
 re cre ate  
 re' se nence  
 re gi' stry  
 re' gu lar  
 re' gu late  
 re' me dy  
 re' pro bate  
 re' si dence  
 re' si due  
 re' so lute  
 re' ve rence  
 rhe' to ric  
 rheu ma tism  
 ri' di cule  
 right e ous  
 ri' gor ous  
 ri' ot ous  
 rob be' ry  
 rose ma ry  
 rot ten ness  
 rul si an

rus set in



gla zi er  
 glo ri fy  
 glut to ny  
 go' vern ance  
 go' vern els  
 go' vern or  
 grace ful ly  
 gra ci ous  
 gra du al  
 gra' na ry  
 grand fa ther  
 grand mo ther  
 grate ful ly  
 gra' vi ty  
 gra zi er  
 gree di ly  
 grid i ron  
 griev ous ly  
 gro ce ry  
 guar di an  
 gun ne ry  
 Half pen ny  
 hand ker chief  
 hap pi nefs  
 har mo ny  
 ha' zard ous  
 head bo' rough  
 hear ti ly  
 hea' ven ly  
 hea' vi nefs  
 he' rald ry  
 her bal ist  
 her mit age  
 he' fi tate  
 hi' sto ry  
 hi' ther most  
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ho fi er  
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 hu mor ist  
 hu mor ous  
 hur ri cane  
 hu mor some  
 hus band man  
 hy' po crite  
 Ig no rance  
 im pi ous  
 im pu dent  
 in di gence  
 in di go  
 in do lent  
 in du' stry  
 in fa mous  
 in fa my  
 in fan cy  
 in fer ence  
 in fi del  
 in flu ence  
 inn hold er  
 in ju ry  
 in no cence  
 in so lence  
 in stru ment  
 in te ger  
 in ti mate  
 in ward ly  
 i vo ry  
 Jea lou sy  
 jes sa min  
 jew el ler  
 jo' cu lar  
 jol li ty  
 jour nal ist  
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 Kind wo man  
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 Land la dy  
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 like li hood  
 live li hood  
 li' very  
 lot te ry  
 low er most  
 lu di cious  
 lu mi nous  
 lu na cy  
 lu' sti ly  
 Mac ka rel  
 ma' gi strate  
 mag ni fy  
 ma' je sty  
 main te nance  
 ma' la dy  
 ma' ni fold  
 man ner ly  
 ma' ri gold  
 mar jo ram  
 mar ri age  
 mar tyr dom  
 mar vel lous  
 me' di cine  
 me' di tate  
 me' mo ry

me' mo ry  
 mer ci ful  
 mer ci less  
 messen ger  
 migh ti ly  
 mil le ner  
 mil li on  
 mi' ni' stry  
 mi' ra cle  
 mi' se ry  
 mock e ry  
 mo' nu ment  
 mo va ble  
 moun te bank  
 mul ber ry  
 mul ti tude  
 Na ti on  
 na tu ral  
 nec ta rin  
 ne' ga tive  
 neg li gence  
 nig gard ly  
 night in gale  
 nine ti eth  
 north er ly  
 no' ta bly  
 nou rish ment  
 nu mer al  
 nun ne ry  
 nur se ry  
 Ob li gate  
 ob sti nate  
 ob vi ate  
 oc cu py  
 of fer ing  
 o' ni on  
 o' pe rate  
 o pi um

or der ly  
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 o' ri fice  
 o' ri gin  
 or na ment  
 o ver board  
 out er most  
 Pa' ra ble  
 pa rent age  
 part ner ship  
 pas sen ger  
 pas si on  
 p ffo ver  
 p' stu rage  
 pa ti ent  
 pa tri arch  
 pen du lum  
 pen si on  
 pe ri od  
 per qui site  
 per se cure  
 pe' sti lent  
 per ti coat  
 pew ter er  
 pi' ge on  
 pi e ty  
 pil lo ry  
 pi' ti ful  
 pla' ster er  
 plen ti ful  
 pleu ri sy  
 por ren ger  
 poul ter er  
 po' ver ty  
 pow er ful  
 pre' ci ous  
 pre' sent ly  
 pro' di gal

pro' sper ous  
 pro' vi dence  
 psalm o dy  
 pub li can  
 pu' nish ment  
 Qua' li ty  
 quan ti ty  
 quar re' some  
 quar ter age  
 quar ter ly  
 que' sti on  
 Ra ri ty  
 ras ber ry  
 ra' ti fy  
 rea di ly  
 rec kon ing  
 re' com pense  
 re cre ate  
 re' se nence  
 re gi' stry  
 re' gu lar  
 re' gu late  
 re' me dy  
 re' pro bate  
 re' si dence  
 re' si due  
 re' so lute  
 re' ve rence  
 rhe' to ric  
 rheu ma tism  
 ri' di cule  
 right e ous  
 ri' gor ous  
 ri' ot ous  
 rob be' ry  
 rose ma ry  
 rot ten ness  
 rul fi an  
 rus set in

rus set in  
 Sa cra ment  
 sanc ti on  
 sanc ti fy  
 sa' tis fy  
 scan dal ous  
 scar ci ty  
 sca' ven ger  
 scri pu lous  
 se' cond ly  
 se' di ment  
 sen si ble  
 sen ti ment  
 se' pa rate  
 se' pul chre  
 se ri ous  
 set tle ment  
 se' ven ty  
 fil la bub  
 fi' new y  
 fin' gu lar  
 fix ti eth  
 fke' le ton  
 fla ve ry  
 flip pe' ry  
 fo' lemn ly  
 fol di er  
 fo' li tude  
 for row ful  
 fo' ve reign

spec ta cle  
 stew ard ship  
 straw ber ry  
 stir ge on  
 sub sti tute  
 sump tu ous  
 sur ge on  
 Tan ta lize  
 ta' pe' stry  
 teach a ble  
 te di ous  
 te' le' scope  
 tem pe rate  
 tem po ral  
 te' ne ment  
 ter ri ble  
 ter ri fy  
 te' sta ment  
 te' sti fy  
 thir ti eth  
 tow ard ly  
 tract a ble  
 tra' ge dy  
 tra' vel ler  
 trea' che ry  
 trea' sur er  
 trea' su ry  
 trou ble some  
 trum pet er  
 twen ti eth

ty ran ny  
 Va' li ant  
 va' ni ty  
 ve he mence  
 ve' ni son  
 ven ture some  
 ver bal ly  
 ve' ri ty  
 ver si on  
 vic to ry  
 vic' tu als  
 vi' gi lant  
 vi' gor ous  
 vi' ne gar  
 vi o lence  
 vir tu ous  
 vi' si tor  
 Un der hand  
 un der most  
 u ni form  
 use ful ness  
 ut ter ly  
 Wag gon er  
 war ri or  
 wea ri ed  
 wea ri some  
 whar fin ger  
 wick ed ness  
 wil der ness  
 won der ful

*Some easy Lessons on the foregoing Tables, consisting of  
 Words not exceeding Three Syllables.*

### LESSON I.

**R**ejoice in the Lord. O ye Righteous: For it doth  
 become well the Just to be thankful.

Praise the Lord with the Harp: Sing Praises unto him  
 with the Lute, and Instruments of ten Strings.

Sing

Sing unto the Lord a new Song : Sing Praises lustily unto him with a good Courage.

For the Word of the Lord is true ; and all his Works are faithful.

L E S S O N II.

A virtuous Woman is a Crown to her Husband ; but she that hath no Shame is as Rottenness in his Bones.

The Hand of the Diligent shall bear Rule ; but the Slothful shall be under Tribute.

The Righteous is more excellent than his Neighbour ; but the Way of the Wicked doth seduce them.

L E S S O N III.

I will magnify thee, O God, my King : and I will praise thy Name for ever and ever.

Every Day will I give Thanks unto thee ; and praise thy Name for ever and ever.

Great is the Lord and marvellous ; worthy to be praised ; there is no End of his Greatness.

The Lord is loving unto every Man ; and his Mercy is over all his Works.

L E S S O N IV.

A King that sitteth in the Throne of Judgment, scattereth away all Evil with his Eyes.

There is Gold and a Multitude of Rubies ; but the Lips of Knowledge are a precious Jewel.

Bread of Deceit is sweet to a Man ; but afterwards his Mouth shall be filled with Gravel.

Say not thou, I will recompense Evil ; but wait on the Lord, and he shall save thee.

L E S S O N V.

The Lord is righteous in all his Ways, and holy in all his Works.

The Lord is nigh unto all them that call upon him : Yea, all such who call upon him faithfully.

He will fulfil the Desire of them that fear Him : He also will hear their Cry, and will help them.

The Lord doth preserve all them that love him ; but scattereth abroad all the wicked Men.

L E S S O N



## LESSON VI.

The Robbery of the Wicked shall destroy them ; because they hate Judgment.

The Wicked shall be a Ransom for the Righteous ; and he that doth transgress for the Upright.

A wise Man scaleth the City of the Mighty, and casteth down the Strength and the Confidence thereof.

The Slothful coveteth greedily all the Day long ; but the Righteous giveth and spareth not.

## TABLE II.

*Note, The Accent of the following Words is on the second Syllable.*

<b>A</b> Bun dance	con du cive	dis plea' sure
ad mo' nish	con fine ment	dis sem ble
ac com plish	con jec ture	di' still er
a mend ment	con si' der	dis tin' guish
a no' ther	con tent ment	dis tri' bute
a po' stle	con ti' nue	E le' venth
a pa' rel	con vul sive	em bas sage
ap pa rent	De ceit ful	em bow el
ap pear ance	de fi ance	en a ble
ap pen dix	de li' ver	en coun ter
ap pren tice	de mo' lish	en gage ment
arch an' gel	de mon strate	en joy ment
arch bi' shop	di lem ma	en no ble
as sem ble	di mi' nish	en tan gle
at ten dance	di rect ly	e' sta' blish
Be got ten	di' sci ple	ex am ple
be hold en	dis co' ver	ex a' mine
blas phe mer	dis cre' dit	ex tin' guish
Com mand ment	dis fi gure	Fore run ner
com mit tee	dis grace ful	for get ful
com pen sate	dis ho' nest	for give ness
com po sure	dis or der	for sa ken

Here af ter

Here af ter  
 he ro ic  
 Ig no ble  
 il le gal  
 il lu' strate  
 i' ma gine  
 im bit ter  
 im mo' dest  
 im mor tal  
 im port ant  
 im pro per  
 im prove ment  
 in clo sure  
 in cum ber  
 in den ture  
 in hu man  
 in ju' stice  
 in qui ry  
 in tire ly  
 in trea ty  
 in vec tive  
 in ve' nom  
 Ma je' stic  
 mis car ry  
 mis for tune  
 mis go' vern  
 mis ma' nage  
 mis sha pen  
 more o ver  
 Ob serv er  
 ob tru der  
 oc cur rence  
 of fen der  
 of fen sive  
 op po ser  
 op press or  
 Par ta ker

pa ter nal  
 pa the' tic  
 per for mance  
 phan ta' stic  
 po' ma tum  
 pre fer ment  
 pro duc tive  
 pro hi' bit  
 pro ject or  
 pro phe' tic  
 pur su ant  
 Re ceiv er  
 re cord er  
 re co' ver  
 re deem er  
 re fine ment  
 re fi' ner  
 re form er  
 re fresh ment  
 re ful gent  
 re gard less  
 re mem ber  
 re mem brance  
 re mit tance  
 re pent ance  
 re sem ble  
 Se cure ly  
 se duce ment  
 se vere ly  
 sin cere ly  
 spec ta tor  
 stu pen dous  
 sub mis sive  
 sub scri ber  
 suc cess ful  
 suc cess or  
 sur ren der

sur vey or  
 sur vi vor  
 Te' sta tor  
 to' sta trix  
 thence for ward  
 to bac co  
 to ge' ther  
 tor ment or  
 tri bu nal  
 tri um phant  
 Vice ge rent  
 Un act ive  
 un bo som  
 un cer tain  
 un ci' vil  
 un com mon  
 un con stant  
 un co' ver  
 un daunt ed  
 un ea sy  
 un e ven  
 un friend ly  
 un god ly  
 un grate ful  
 un hand some  
 un law ful  
 un luc ky  
 un man ly  
 un plea' sant  
 un qui et  
 un seem ly  
 un spot ted  
 un to ward  
 un wel come  
 un wil ling  
 un wor thy  
 up right ly

*More*

*More easy Lessons on the foregoing Tables, consisting of Words not exceeding Three Syllables.*

## L E S S O N I.

**T**HOU, O Lord, hast maintained my Right and my Cause: Thou art set in the Throne that judgest right.

Thou hast rebuked the Heathen and destroyed the Ungodly: Thou hast put out their Name for ever and ever.

The Lord also will be a Defence for the Oppressed: Even a Refuge in due time of Trouble.

## L E S S O N II.

The Rich and the Poor meet together: The Lord is the Maker of them all.

A prudent Man foreseeth the Evil, and hideth himself: But the simple pass on and are punished.

He that oppresseth the Poor to increase his Riches; and he that giveth to the Rich, shall surely come to Want.

Rob not the Poor, because he is poor: Neither oppress the afflicted in the Gate.

## L E S S O N III.

Why standest thou so far off, O Lord; and hidest thy Face in the needful Time of Trouble.

The Ungodly for his own Lust doth persecute the Poor. Let them be taken in the same Craft that they have devised.

For the Ungodly hath made boast of his own Heart's Desire; and speaketh good of the Covetous whom God abhorreth.

## L E S S O N IV.

Be not amongst Wine-Bibbers; amongst riotous Eaters of Flesh.

For the Drunkard and the Glutton shall come to Poverty; and Drowsiness shall cover a Man with Rags.

The Father of the Righteous shall greatly rejoice: And he that begetteth a wise Child, shall have Joy of him.

## L E S S O N V.

The Heavens declare the Glory of God; and the Firmament sheweth his Handy work.

One Day telleth another, and one Night doth certify another.

There

There is neither Speech nor Language, but their Voices are heard among them.

Their Sound is gone out into all Lands : And their Words unto the Ends of the World.

## L E S S O N VI.

The Fear of the Lord is clean, and endureth for ever : The Judgments of the Lord are always righteous and true.

More to be desired are they than Gold ; yea, than much fine Gold : Sweeter also than Honey, and the Honey-comb.

Moreover, by them is thy Servant taught : And in keeping of them there is great Reward.

## T A B L E III.

Note, *The Accent of the following Words is on the last Syllable.*

<b>A</b> F ter noon	do' mi neer	O ver born
ap per tain	E' ver more	o ver come
ap pre hend	Gre' na dier	o ver grow
Ca' ra van	Here to fore	o ver look
com pre hend	here up on	o ver run
con de scend	Im por tune	o ver take
con tra dict	in com mode	o ver throw
Dis a gree	in cor rect	o ver turn
dis al low	in cor rupt	Re' com mend
dis ap pear	in di rect	re' con cile
dis ap point	in dis creet	re' pre hend
dis ap prove	in dis pose	re' pri mand
dis be lief	in so much	ri' ga doon
dis com mend	in ter cede	Se' ven teen
dis com pose	in ter fere	su per fine
dis con tent	in ter leave	su per scribe
dis en gage	in ter line	There a bout
dis e steem	in ter mix	Vi o lin
dis o bey	in ter rupt	vo' lun teer
dis o blige	in tro duce	Un be lief
dis pos sels	Mis ap ply	un der mine
dis re gard	mis be have	Ye' ster day
dis re spect	mis in form	ye' ster night

*More*



*More easy Lessons on the foregoing Tables, consisting of Words not exceeding Three Syllables.*

## LESSON I.

**T**HE Lord looked down from Heaven, upon the Children of Men, to see if there were any that would understand and seek after God.

But they are all gone out of the Way, they are all become vile ; There is none that doth good, no not one.

Their Throat is an open Sepulchre ; with their Tongues they have deceived : The Poison of Asps is under their Lips.

## LESSON II.

By the Blessing of the Upright the City is exalted ; but it is overthrown by the Mouth of the Wicked.

Where no Counsel is, the People fall : But in the Multitude of Counsellors there is Safety.

He that is Surety for a Stranger, shall smart for it ; but he that declineth to be Surety shall be sure.

The merciful Man doth good to his own Soul ; but he that is cruel troubleth his own Flesh.

## LESSON III.

O Lord, thou hast searched me out, and known me ; thou knowest my down sitting, and mine up-rising ; thou didst understand my Thoughts long before.

Thou art about my Path, and about my Bed, and spiest out all my Ways.

Try me, O God, and seek the Ground of my Heart ; prove me, and examine my Thoughts.

Look well if there be any Wickedness in me ; and lead me in the Way of eternal Life.

## LESSON IV.

It is not good to accept the Person of the Wicked, to overthrow the Righteous in Judgment.

The Heart of the Prudent getteth Knowledge ; and the Ear of the Wise seeketh Knowledge.

A Man that hath Friends, must shew himself friendly ; and there is a Friend that sticketh closer than a Brother.

Many will intreat the Favour of a Prince ; and every Man is a Friend to him that giveth Gifts.

LESSON

## L E S S O N V.

Deliver me, O Lord, from the evil Man ; and preserve me from the wicked Man.

Who imagine Mischief in their Hearts ; and stir up Strife all the Day long.

They have sharpened their Tongues like a Serpent ; Adders Poison is under their Lips.

Keep me, O Lord, from the Hands of the Ungodly. Preserve me from the wicked Men, who are purposed to overthrow my Goings.

## L E S S O N VI.

The Wisdom of the Prudent is to understand his Way ; but the Folly of Fools is Deceit.

The Simple believeth every Word : But the prudent Man looketh well to his Going.

A wise Man feareth and departeth from Evil : But the Fool rageth and is confident.

The Evil bow before the Good : And the Wicked at the Gates of the Righteous.

*Words of Four Syllables.*

## T A B L E I.

Note, *The Accent is on the first Syllable.*

<b>A</b> Ccept a ble	Ca' ter pil lar	cu' stom a ry
ac cess a ry	ce' re mo ny	Da' mage a ble
ac cu ra cy	cha' ri ta ble	dis si cul ty
ac cu rate ly	com fort a ble	dis pu ta ble
ad mi ra ble	com ment a ry	Es si ca cy
ad mi ral ty	com mon al ty	e' le gan cy
ad ver sa ry	com pe ten cy	e' mi nent ly
a' la ba' ster	con quer a ble	ex em pia ry
a mi a ble	con tro ver sy	ex qui site ly
a' mi ca ble	cor di al ly	For mi da ble
an nu al ly	cour te ous ly	Gent le wo' man
an swer a ble	cow ard li ness	gil li flow er
a' po plex y	cre' dit a ble	go' vern a ble
ap pli ca ble	cri' ti cal ly	gra ci ous ly
		Ha' bit a ble

Ha' bit a ble  
 ho' no ra ble  
 I' mit a ble  
 im pu dent ly  
 in ti ma cy  
 La ment a ble  
 li' te ra ture  
 lu mi na ry  
 Ma' le fac tor  
 ma' tri mo ny  
 mea' sur a ble  
 me' lan cho ly  
 me' mo ra ble  
 mer ce na ry  
 mi' ser a ble  
 mo ment a ry  
 mul ti pli cand  
 mul ti pli er  
 Na' vi ga tor  
 ne' ces sa ry  
 nu me ra ble

Or di na ry  
 Pa' la ta ble  
 par don a ble  
 par li a ment  
 pas si on ate  
 pe' ne tra ble  
 pen si o ner  
 pe' rish a ble  
 per se cu tor  
 per son a ble  
 pin cu' shi on  
 prac ti ca ble  
 pre' fer a ble  
 pro' fit a ble  
 pro' mis sory  
 pro' se cu tor  
 Rea son a ble  
 re' pu ta ble  
 Sanc tu a ry  
 sea son a ble  
 se' cre ta ry

se' pe ra ble  
 ser vice a ble  
 so' li ta ry  
 so' ve reign ty  
 spe' cu la tive  
 sta ti o ner  
 sta' tu a ry  
 sub lu na ry  
 Tem po ra ry  
 ter ri to ry  
 te' sti mo ny  
 tran si to ry  
 Va' lu a ble  
 va ri a ble  
 va ri ous ly  
 vi o la ble  
 vir tu al ly  
 vo' lun ta ry  
 Ut ter a ble  
 War rant a ble  
 wea' ther beat

## TABLE II.

Note, *The Accent is on the second Syllable.*

<b>A</b> B ste mi ous	al low a ble	a' stro' lo ger
ab sur' di ty	am bi ti ous	a' stro' no mer
ac cep ti on	a na' to mist	at trac ti on
ac com mo date	an nu i ty	a ver si on
ac com pa ny	an ta' go nist	au da ci ous
ac count a ble	an ti' qui ty	au tho' ri ty
ad di ti on	a po' lo gy	Bar ba' ri ty
ad ven tu rer	a po' sto' lic	be ne' vo lent
ad ver si ty	ap pren tice ship	Ca la' mi ty
af fec ti on	a rith me tic	cap ti' vi ty
af fi' ni ty	a' scen si on	car na ti on
af fir ma tive	a' spa ra gus	chro no' lo gy
af flic ti on	af ser ti on	col lec ti on
a gree a ble	a' sto' nish ment	com bu' sti on
		com mend a ble

Ca la' mi ty	dis cern a ble	hi' sto ri cal
cap ti' vi ty	dis co' ve ry	hu ma' ni ty
col lec ti on	dis tinc ti on	hy' po' cri sy
com mend a ble	dis trac ti on	I dol a tor
com mis se rate	di vi' ni ty	i dol a try
com mis si on	di vi' si on	il lu' stri ous
com mo di ous	do mi' ni on	im me di ate
com mo' di ty	dox o' lo gy	im men si ty
com mu ni cate	du ra ti on	im mo' de rate
com mu ni on	E di' ti on	im mo' va ble
com pa' ni on	ef fec tu al	im pa ti ence
com pas si on	e nu me rate	im pe' ni tent
con clu si on	er ro ne ous	im pi e ty
con di' ti on	e ter ni ty	im press i on
con fess i on	e van ge list	im pu ri ty
con fu si on	ex cep ti on	in ces sant ly
con ti' nu al	ex cu sa ble	in cli na ble
con tri' bu tor	ex e' cu tor	in cou' rage ment
con ve ni ent	ex e' cu trix	in cre' di ble
con ver si on	ex pe' ri ment	in du' stri ous
con vic ti on	ex pe ri ence	in fec ti on
con vul si on	ex po' stu late	in firm i ty
cor rec ti on	ex tor ti on	in ge ni ous
cor rup ti on	ex tra' va gance	in he' ri tance
cou' ra gi ous	Fe li ci ty	in i' qui ty
cre a ti on	fe' lo ni ous	in struc ti on
De clen si on	for get ful ness	in ter pre ter
de duc ti on	for mal i ty	in ven ti on
de for mi ty	soun da ti on	in vin ci ble
de li' be rate	fra ter ni ty	in vi' si ble
de li' ci ous	fru gal i ty	ir re' gu lar
de li' ver ance	fu tu ri ty	Lux u ri ant
de plo ra ble	Ge o' gra phy	Ma gi' ci an
de si ra ble	ge o' me try	ma jor i ty
de struc ti on	gra tu i ty	ma li' ci ous
de vo ti on	Ha bit u al	me lo di ous
di gest i on	har mo ni ous	me mo ri al
di rec ti on	hi' sto ri an	me tho' di cal
	E	mi nor i ty



mi nor i ty	pre ca ri ous	fu per flu ous
mi ra' cu lous	pre serv a tive	fu pe ri or
mo ral i ty	pre sump tu ous	fu per la tive
mor tal i ty	pre va' ri cate	fu' spi ci ous
my' ste ri ous	pro di' gi ous	Tempt a ti on
Na ti' vi ty	pro duc ti on	to bac co nist
ne ces si ty	pro fess i on	trans ac ti on
no bi' li ty	pro mi' scu ous	trans gres si on
no to ri ous	pro phet i cal	tu mul tu ous
O be di ent	pro por ti on	ty ran ni cal
ob jec ti on	Re bel li on	Vain glo ri ous
ob scu ri ty	re cep ti on	va ri e ty
ob struc tion	re co ve ry	vex a ti on
oc ca si on	re demp ti on	vic to ri ous
o mis si on	re duc ti on	vir gin' i ty
o pi' ni on	re flex i on	vo' lu mi nous
op press i on	re la ti on	U na' ni mous
o ri' gi nal	re li' gi on	un bla ma ble
out ra gi ous	re mark a ble	un ca pa ble
Par ti' cu lar	ri di' cu lous	un change a ble
pe cu li ar	Sal va ti on	un du ti ful
per sec ti on	sa tyr i cal	un for tu nate
per mis si on	se cu ri ty	un man ner ly
per pe' tu al	se ve' ri ty	un mar ri ed
per sua si on	sig ni' fi cant	un mer ci ful
pe ti' ti on	sim pli' ci ty	un na' tu ral
phi lo' so phy	sin ce' ri ty	un sa vo ry
phy si' ci an	so ci ety	un search a ble
plan ta ti on	so bri e ty	un speak a ble
pos sess i on	sub jec ti on	un u su al
po ste' ri ty	sub mis si on	un wor thi ly

## TABLE III.

Note, *The Accent is on the third Syllable.*

<b>A</b> C ci dent al	Be' ne fac tor	De' tri men tal
al to ge' ther	Cal li man co	dis ad van tage
a' na bap tism	com ment a tor	dis a gree ment
ap pre hen si ve	cor re spon dence	dis com po sure
		dis con tent ed

dis con tent ed	in ter mix ture	su per struc ture
dis con ti' nue	Le gis la tive	su per vi sor
dis in he' rit	Ma' nu fac ture	Un ac quaint ed
E' ver last ing	me' mo ran dum	an ad vi sed
Fun da ment al	mis de mean or	un be com ing
in co he rent	mo' de ra tor	un de fi led
in con sist ent	O' pe ra tor	un der ta ker
in de pen dent	op por tu ni ty	un di vi ded
in of fen sive	o ver bur den	u ni ver sal
in stru ment al	Re' gu la tor	un pre pa red
in ter ces sor	Sa cra ment al	un pro vi ded
in ter med dle	se mi co lon	When so e ver

Note, *The Accent is on the last Syllable.*

A' ni mad vert	mis re pre sent	Su per a bound
Le' ger de main	mis un der stand	su per in duce
Mis ap pre hend	Ne' ver the less	su per in tend

*Words of Five Syllables.*

T A B L E I.

Note, *The Accent is on the first Syllable.*

A C ti on a ble	Ju di ca to ty
A cir cu la to ry	Mar ri age a ble
con sci on a ble	Or di na ri ly
cu' stom a ri ly	Pas si o nate ly
De di ca to ry	pen si o na ry
dic ti o na ry	Que' sti on a ble
Ex pi a to ry	Sta ti on a ry
Fa' shi o na ble	sup pli ca to ry
fi' gu ra tive ly	Vo' lun ta ri ly

T A B L E II.

Note, *The Accent is on the second Syllable.*

A Bo' mi na ble	com mis sion er
A af fec ti o nate	com pas si on ate
a po' the ca ry	con di ti o nal
Com me' mo ra ble	con fi' der a ble
com mend a to ry	con ti' nu al ly
E 2	De ge' ne ra cy

De ge' ne ra cy  
 de li ci ous ly  
 dis ho' nor a ble  
 E fe' mi na cy  
 e pis co pa cy  
 I' ma' gi na ble  
 i' ma' gin a ry  
 im me di ate ly  
 im pe' ne tra ble  
 im prac ti ca ble  
 in com pa ra ble  
 in cor ri gi' ble  
 in e' fti ma ble  
 in nu me ra ble  
 in sa ti a ble  
 in se' pa ra ble  
 in to' le ra ble  
 in vi o la ble  
 ir re' gu lar ly  
 Ma li' ci ous ly  
 No to ri ous ly

Ob ser' va to ry  
 oc ca si on al  
 Pa' rish i on er  
 pre pa' ra to ry  
 Re co' ver a ble  
 Tra di' ti on al  
 ty ran ni cal ly  
 Vic to ri ous ly  
 Un al ter a ble  
 un an swer a ble  
 un cha' ri ta ble  
 un con quer a ble  
 un for tu nate ly  
 un go' vern a ble  
 un ne' ces sa ry  
 un par don a ble  
 un rea son a ble  
 un right e ous ly  
 un sea son a ble  
 un suf fer a ble  
 un ut ter a ble

## TABLE III.

Note, *The Accent is on the third Syllable.*

**A**B so lu ti on  
 ac cept a ti on  
 ac cla ma ti on  
 ac cu sa ti on  
 ad mi ra ti on  
 ad mo ni' ti on  
 ad van ta ge ous  
 af sect a ti on  
 af firm a ti on  
 ag gra va ti on  
 al pha be' ti cal  
 al ter a ti on

am mu ni ti on  
 ap pa ri' ti on  
 a po' sto' li cal  
 ap pli ca ti on  
 ap pre hen si on  
 ap pro ba ti on  
 a rith me' ti cal  
 ar ti fi' ci al  
 a' vo ca ti on  
 Be' ne fac ti on  
 Cal cu la ti on  
 ca' te che' ti cal  
 ce' le bra ti

ge' le bra ti on  
 ce' re mo ni al  
 chri' ſti an i ty  
 chro no lo' gi cal  
 cir cu la ti on  
 cir cum ci' ſi on  
 com mend a ti on  
 com po ſi ti on  
 com pre hen ſi on  
 con demn a ti on  
 con de ſcent i on  
 con firm a ti on  
 con' gre ga ti on  
 con ſei en ti ous  
 con ſter na ti on  
 con ſti tu ti on  
 con ſum ma ti on  
 con tra dic ti on  
 con ver ſa ti on  
 cor po ra ti on  
 cru ci fix i on  
 De cla ra ti on  
 de cli na ti on  
 de mon ſtra ti on  
 de pri va ti on  
 de' ſo la ti on  
 de teſt a ti on  
 di' mi nu ti on  
 diſ a gree a ble  
 diſ o be di ence  
 diſ pu ta ti on  
 diſ tri bu ti on  
 E' du ca ti on  
 e van ge' li cal  
 ex alt a ti on  
 ex cla ma ti on  
 ex com mu ni cate  
 ex pe di' ti ous

ex pli ca ti on  
 ex port a ti on  
 Fal li bi' li ty  
 fo ment a ti on  
 Ge ne a' lo gy  
 ge' ne ra li ty  
 ge' ne ra ti on  
 ge o gra' phi cal  
 ge o me' tri cal  
 Ha' bit a ti on  
 ho' ſpi tal i ty  
 I' mi ta ti on  
 im ma te ri al  
 im mo ral i ty  
 im per ſec ti on  
 im por tu ni ty  
 im po ſi ti on  
 im pre ca ti on  
 im pro pri e ty  
 in car na ti on  
 in ci' vil i ty  
 in cli na ti on  
 in con ſi' der ate  
 in con ve ni ent  
 in cor rup ti on  
 in dig na ti on  
 in e qual i ty  
 in fi del i ty  
 in ge nu i ty  
 in ſig ni' fi cant  
 in ſpi ra ti on  
 in ſuf fi ci ent  
 in ſup port a ble  
 in ter miſ ſi on  
 in ter rup ti on  
 in tro duc ti on  
 in un da ti on  
 in vi ta ti on

in vo ca ti on



in vo ca ti on  
 ir re li' gi on  
 Ju' sti fi a ble  
 La ment a ti on  
 li' be ral i ty  
 Ma' tri mo ni al  
 me' di ta ti on  
 me' ri to ri ous  
 mi' ni' ste ri al  
 mi' ni stra ti on  
 Na' vi ga ti on  
 no' mi na ti on  
 Ob li ga ti on  
 ob serv a ti on  
 o' pe ra ti on  
 op por tu ni ty  
 Pe' ni ten ti al  
 per pen di' cu lar  
 per se cu ti on  
 per spi ra ti on  
 phi lo so' phi cal  
 po' pu la' ri ty  
 pre' ju di' ci al  
 pre' pa ra ti on  
 pre sent a ti on  
 pre ser va ti on  
 pro' ba bi' li ty  
 pro' cla ma ti on  
 pro' fa na ti on

pro' po si ti on  
 pro' se cu ti on  
 pro' vo ca ti on  
 Re col lec ti on  
 re cre a ti on  
 re' form a ti on  
 re' gu la ti on  
 re pre sen ta tive  
 re' pu ta ti on  
 re' sig na ti on  
 re' so lu ti on  
 re' spi ra ti on  
 re' sti tu ti on  
 re' sur rec ti on  
 ru in a ti on  
 Sa' lu ta ti on  
 sa' tis fac ti on  
 sen si bi' li ty  
 sen su' al i ty  
 su per na' tu ral  
 su per scrip ti on  
 Trans port a ti on  
 trans po si' ti on  
 Va' lu a ti on  
 ve' ne ra ti on  
 vi o la ti on  
 vi' sit a ti on  
 Un ac count a ble  
 u ni form i ty

*Note, The Accent of the following Words is on the fourth Syllable.*

Ad mi' ni' stra tor  
 Cha' rac ter i' stic  
 co o' pe ra tor  
 De no' mi na tor  
 Ec cle si a' stic

ex pe' ri ment al  
 Im pro pri a tor  
 Mul ti pli ca tor  
 Su per a bun dance  
 Un cir cum ci sed

*Proper Names of Persons, Places, &c. or Words usually beginning with a Capital.*

*Proper Names of one Syllable.*

**A** NN, Bath, Blith, Bourn, Bowe, Brent. Burgh. Calne, Cerne, Chard, Charles, Chriff, Clay, Colne, Cray, Czar, Deal, Diffe, Dutch. Eve. Fife, Flint, France, French. Grays, Guy. Hague, Ham, Holt, Hull, Hythe. James, Jane, Jew, Joan, Job, John, Joyce, Jude. Kent. Leeke, Lyme, Lvd, Lyn. Mark, March, May, Mere. Neath. Paul, Pool. Ralph, Rome, Rye. Saul, Seth, Snath, Spain, Stone, Stroud. Throne, Tring. Troy, Turk, Tweed. Ufk. Wales, Ware, Welch, Wells, Wilts. York.

*Proper Names of two Syllables.*

T A B L E I.

*Note, The Accent is on the first Syllable.*

<b>A</b> A ron	Ash ly	Bark ing	Ber ton
A bel	Ash bourn	Bark ley	Ber wick
Ac ton	Ash dale	Bark way	Bet ley
A' dam	Ash don	Bar more	Bewd ley
Ag bridge	Ash ford	Bar mote	Bin brook
Ag nes	Ash krig	Barnef ley	Bing ham
Al ban	Au burne	Bar net	Bit ford
Alef ham	Au gust	Bar ton	Black burn
Ale ford	Auk land	Bast wick	Bland ford
A' lice	Au stef	Bat tle	Bol ton
Alne wick	Au stin	Ban trey	Bo' ston
Al ton	Ax bridge	Bay nard	Bos worth
Am brose	Ax home	Bec kles	Bots ham
Ampt hill	Ax mouth	Be dal	Boul lefs
An drew	Bake well	Bed ford	Brack ley
An na	Ba la	Bed lam	Brad field
An trim	Bal doc	Bel ford	Brad forth
An twerp	Bal tic	Bent ley	Brad ding
Ar magh	Bamp ton	Berke ley	Brad rich
Ar ran	Ban gor	Berk shire	Brad well
Ar thur	Ban sted	Ber nard	Brain try
			Bramb bee

Bram ber	Carl ton	Cope land	Down ton
Bramp ton	Cart mel	Cor bridge	Dray ton
Bram yard	Ca' ston	Cor by	Dron field
Bran don	Ca' stor	Corn wal	Dub lin
Brad drith	Cath nels	Cor bet	Dud ley
Bran ham	Ca wood	Cow bridge	Dul wich
Breck nock	Cax ton	Cram bourn	Dun church
Brent ford	Cax wold	Crane brook	Dun kirk
Brere ton	Chag ford	Cra ven	Dun mow
Bre wood	Chag ley	Craw ley	Dunf field
Brick hill	Char ley	Creke lade	Dunf ford
Bride wel	Chat ham	Cro mer	Dun ster
Bridg end	Chea dle	Crook horn	Dun wich
Bridg north	Check ley	Crow land	Dur ham
Bridg port	Chel ford	Croy don	Dur sleigh
Bri' stol	Chelms ford	Cox field	Ea ster
Bri' tain	Chel sea	Cy press	Ea ton
Bri' tish	Chep stow	Dal ton	E den
Bri' ton	Chert sea	Dan by	Edg ware
Brix ton	Ches ham	Dar king	Ed watd
Brix worth	Che' ster	Dart ford	Ed win
Brom ley	Ches hunt	Da vid	E gyp
Broms wick	Chew ton	Ded ham	Elt ham
Brom yard	Chid ley	Deep ing	E ly
Brough ton	Chi na	Den bigh	En field
Bin ton	Christ mas	Den mark	En' gland
Bryn ton	Chud leigh	Den nis	En' glish
Bud worth	Chulm leigh	Den ton	En ham
Bug don	Clap ham	Dept ford	Ep ping
Bur ford	Cle' ment	Der by	Ep son
Burn ham	Cleve land	Der ham	Ep worth
Burn ley	Clif ton	De rick	Eref by
Burnt wood	Cob ham	Dert mouth	Es sex
Bur ton	Cogge shal	Der went	Evers ham
Bux ton	Coles hill	Dig by	Eu rope
By ford	Col ford	Dock ing	Eu ston
Cam bridge	Coln brook	Dock ley	Ew el
Camp den	Con naught	Dob brook	Ex mouth
Canes ham	Con stance	Do ver	Eynes ford
Car diff	Con way	Down ham	Ey ton
			Fair ford

Fair ford	Hale don	Hitch in	Kex holm
Fair leigh	Halef worth	Hoddes don	Key worth
Falk land	Ha ling	Hol bech	Kil dare
Fal mouth	Hal stead	Hum ber	Kil ham
Far ham	Hal sted	Hol land	Kings bridge
Farn ham	Ham burgh	Horn by	Kings clere
Fish gard	Hamp ton	Horn don	Kings ton
Fleet holm	Hamp stead	Horn sey	Kings land
Flo' rence	Han ly	Hors ham	King ton
Flush ing	Han mere	Hor ton	Kin sale
Folkes ton	Han nah	How den	Kirk ham
Fords ham	Hant shire	Hux ton	Kirk ton
Fo' ston	Hap ping	Hum phrey	Kirk wall
Foulf ham	Har leigh	Hunt ly	Kir ton
Framp ton	Harles ton	Hu' stings	Knap daile
Fri day	Har low	Mut ton	Knuts ford
Frods ham	Har den	Ich worth	Kyne ton
Gan ges	Har tow	I la	La holm
Guerh sey	Hart land	Ips wich	Lambert
Garth ley	Har wich	Ire land	Lam borne
Gay ton	Ha stings	Ire ton	Lam beth
Ge' rard	Hat field	I saac	Lamb ton
Gi hon	Ha vant	Iste worth	Lan daff
Gif born	Hayls ham	Ix worth	Long ley
Glam ford	Hea' ven	Ja cob	Lay ton
Glas gow	Helmes ly	Jar sey	Lance lot
God frey	Hemp sted	Jer by	Land grave
Goud hurst	Hen don	Je sus	Lane ham
Graf ton	Hen ly	Jo nas	Lang port
Gram pond	He' rod	Jo seph	Lang worth
Grabt ham	Hert ford	Ju das	Lau rence
Graves end	Hex ham	Ju dith	Lay stoff
Green wich	Hey don	Kemp ton	Led well
Grimf by	Hey wood	Ken dal	Leigh ton
Grin stead	Hick ling	Kend worth	Lein ster
Guild hall	High gate	Ke nelm	Le' ming
Guil ford	High worth	Ken ford	Lem ster
Gui' nea	Hinck ley	Ken net	Len ham
Hack ney	Hin don	Ker ry	Le' nox
Had leigh	Hing ham	Kes wick	Leo' nard
			Leo' pard



Leo' pard	Mil lum	Nor wich	Pre' scot
Letch lade	Mil throp	Oak ham	Pre' ston
Le vite	Mil ton	Ot ley	Ra chel
Ley den	Mine head	Ock ley	Rad nor
Litch field	Mon day	Of frown	Ram sey
Lid ford	Monk ton	On' gar	Ramf gate
Lil bourn	Mon mouth	Or ford	Ran dal
Lin coln	Mont fort	Ork ney	Ray leigh
Lind sey	Mor ley	Or lo	Rea' ding
Lin ton	Mor peth	Or lop	Red ford
Lif bon	Mo fes	Orl ton	Rope ham
Long ford	Moul ton	Orms kirk	Rich mond
Long land	Mul grave	Or mus	Ring wood
Long town	Mun fter	Or mond	Rip ley
Lon don	Mun flow	Or ton	Rip pon
Lud gate	Mur ray	Or wel	Ro' bert
Lud low	Nampt wich	Ot ford	Roch dale
Lu ton	Na ples	Oun ley	Rø' ger
Lyd ford	Nar barth	Oun dle	Roth wel
Maid stone	Nase by	Ow en	Row land
Mal den	Need ham	Ox ford	Roy stone
Mal pas	Ne' ston	Pad flow	Rug by
Mal vern	Ne' vern	Pan cras	Rum ford
Manf field	Ne' vin	Pa' ris	Rum ney
Mar low	New gate	Pem bridge	Rum sey
Marsh field	New ark	Pem broke	Ru then
Mares field	New burgh	Pen rise	Rut land
Mar tha	New bridge	Pen rith	Rye gate
Mary	New ent	Pen ryn	Samp son
Maf ham	New land	Pe ter	Salt fleet
Mat thew	Newn ham	Pet worth	Sand wich
Med way	New port	Phi' lip	Sand ham
Melkf ham	New ton	Ply mouth	Sa' voy
Mer sey	Ney land	Plymp ton	Sax on
Mer ton	Nor folk	Po land	Scarfe dale
Mid hurft	Nor mal	Pont pool	Scot land
Mi' lam	Nor thorp	Port land	Sel by
Mil brook	Nor wich	Portf mouth	Set tle
Mil dred	Nor ton	Pot ton	Se' vern
Mile ham	Nor way	Poul ton	Shad wel

Shan no

Shan non	Stan hope	Thurs day	We' stan
Sheer nefs	Stan stead	Ti ber	We' stram
Shef field	Stan ton	Tick hall	Wex ford
Shef ford	Ste ning	Tides wall	Wey mouth
Shef nal	Step ham	Tin mouth	Whit by
Shep ham	Stil ton	Trow bridge	Whit church
Shep pey	Stock bridge	Tru ro	Wick liff
Shep way	Stock port	Tues day	Wick ham
Sher fton	Stock ton	Tun bridge	Wich ware
Shet land	Stokes ley	Tur key	Wi' gan
Ship ton	Stone henge	Tux ford	Wigh ton
Shir born	Strat ford	Vin cent	Wig more
Shore ham	Strat ton	Ul fter	Wil ton
Shrop shire	Stret ham	Ups al	Wilt shire
Sid land	Stur bridge	Up ton	Winch comb
Sid mouth	Suf folk	Ux bridge	Wind ham
Si mon	Sur ry	Wake field	Wind for
Skip ton	Suf sex	Wal den	Win flow
Slea ford	Sut ton	Wal fall	Wirks worth
Smyr na	Swarf ham	Walf ham	Whit ney
Snetf ham	Swan sey	Wal ter	Wo bourn
So' dom	Swe den	Walt ham	Wol ler
So dore	Swin don	Wands worth	Wood stock
South am	Swit zer	Wang ford	Wool wich
South gate	Tam worth	Wan tage	Work sop
South wark	Tar tar	Wap ping	Wrex ham
South wel	Tave stock	War ham	Wring ton
South would	Taun ton	War wick	Wro' tham
Spal ding	Ter ring	Watch et	Yar mouth
Spa' nish	Thax ted	Wat ford	Ya rum
Spilf by	Tha' net	Wat ton	Yax ley
Spit head	Thet ford	Web ley	Yeo vil
Staf ford	Tho' mas	Welch pool	York shire
Stam ford	Thran stone	Wen lock	Ze nith

## T A B L E II.

*Note, The Accent is on the last Syllable.*

<b>A</b> MEN	Bel grade	Cambray	Ca' stile
Ar gyle	Ben gal	Car liffe	Dun bar
			Dun blanc

Dun blane	Ju ly	Men teith	Pall mall
Dun dee	Land skroon	Mo gul	Pen guin
Dun fries	La on	Mon trofs	Pen fance
E' squire	Le on	Na mure	Se ville
Gui enne	Le vant	Na varre	Stock holm
Hol stein	Lor rafn	O range	Tan giers
Ja' pan	Ma' drid	O ftend	Ver failles

*Proper Names of three Syllables.*

T A B L E I.

*Note, The Accent is on the first Syllable.*

<b>A</b> ' Bi gail	A' run dale	Bil de fton
A' A' bing ton	A si a	Bil ling ford
A bra ham	As fin shire	Bil ling ham
Ab fa lom	A' thref ton	Bil ling hurft
A' fri ca	At tle bridge	Bil lingf gate
Al co ran	Aul ce' fter	Bir ming ham
Ald bo' rough	Au ften field	Bol so ver
Al den burgh	Au ftri a	Bo' en ham
Al der froke	Ax min fter	Bof bu ry
Al der ney	Ayles bu ry	Bra ken hill
Al fre ton	Ba' by lon	Bra fing ton
A' li cant	Ba den och	Bridg wa ter
Al ke net	Ban bu' ry	Brid ling ton
Al tring ham	Bar na bas	Bright helm fton
Am ber ly	Barn fta ble	Bro ken hurft
Am bu ry	Bay bo' rough	Buck ing ham
A' mers ham	Bea' conf field	Bul ling brook
A' mer ton	Buck ing ham	Bun ting ford
An cha' fter	Be' di ford	Bur row bridge
An do ver	Beel ze bub	By ber ry
An gle fea	Bel ting ham	Ca' mel ford
An tho ny	Be mi' fter	Can dle mas
An ti ehrift	Ben ja min	Can ti cles
An ti och	Bark ham fted	Car bu' ry
Ap ple by	Be' ver ly	Car di gan
Ap ple dore	Bi ce' fter	Car hamp ton
Ar ling ton	Bi' gles wade	Car ling ford
		Ca' tha rine

Ca' tha rine	De' ve ril	Fre' sing field
Che' ling ton	De' von shire	Frod ling ham
Chel ten ham	Dewf bo' rough	Frome sel wood
Cherl bu' ry	Did mer ton	Ga bri el
Che' ster field	Di' sting ton	Gainf bo rough
Chi' che' ster	Don ca' ster	Gal lo way
Chi di'g ford	Dor che' ster	Ga' sco ny
Chil ling ham	Dor la' ston	Ge' ne sis
Chip pen ham	Do' ro thy	Ger ma ny
Chol mond ley	Dor set shire	Gif bo' rough
Chri' sten dom	Dul ver ton	Glou ce' ster
Chri' sti an	Dun bar ton	Got tin gen
Chri' sto pher	Dun gar van	Gre' go ry
Chry' so' ston	Dun ning ton	Ha' ger ston
Cla' ren don	Dun sta ble	Hal li fax
Cli' the roe	Ea sing wold	Hal la ton
Cock er mouth	Ec cle shal	Ha' mer ton
Col che' ster	Ec cle ton	Ha' mil ton
Cold ing ham	E' din burgh	Han o ver
Com ber ton	E gre mont	Har bo' rough
Con gle ton	E' ver shot	Har ring ton
Co' ning ton	Ex e ter	Ha sle mere
Co' ni' ston	Ex o dus	Ha sing den
Con stan tine	Fa ken ham	Ha' ther ly
Cor do van	Fal ken burgh	Ha' ver ford
Cor si ca	Farn bo' rough	Ha ve ril
Co' ven try	Far ring don	Ha ve ring
Cre' di ton	Fer ming ham	He' re ford
Crock er hill	Fer ry bridge	Hil bo' rough
Cul li ton	Fer ry hill	Hol den by
Cum ber land	Fe' vers ham	Hon' ni ton
Cu' ning ham	Fins bu' ry	Hun' ga ry
Da' ni el	Flam bo' rough	Hun' ger ford
Dar ling ton	Flo' ri da	Hunt ing ton
Da ven try	Fo kin ham	Il che' ster
De' ben ham	Ford ing bridge	Il mi' ster
De' bo rah	Fram ling ham	In di a
Ded ding ton	Fie' de ric	Is ling ton

If ra el



If ra tel	Man ning tree	Ra ven glas
P'tadly	Mar ga ret	Ren dlef ham
P'vin go	Marl bo' rough	Rick manf worth
Jef fel ry	Mar ma duke	Rif bo' rough
Je' ri cho	Ma ry land	Ro' che' fter
Je' fu it	Men dlef ham	Rock ing ham
Jo' na than	Mex i co	Ro' fo, mon
Jo' shu a	Mi cha el	Ro' ter dam
Kel li grave	Mac kle ton	Ro' ther ham
Kel ling ton	Mid dle burgh	Ro' ther hithe
Ken che' fter	Mid dle sex	Ruf fi a
Ke' nel worth	Mid dle ham	Sa' mu el
Ken fting ton	Mid dle ton	Sa' tur day
Ket ter ing	Mid dle wich	Scar bo' rough
Kir ming ton	Mid fum mer	Sed bu' ry
Knaref bo' rough	Mod bu' ry	Se' ra phim
La den burg	Mu' fco vy	Se' ther ton
Lam bi' fter	Ne' ther lands	Se ven oke
Lan ca' fter	New bu' ry	Shafts bu ry
Lan ca shire	New en den	Shrewf bu' ry
Lan go ver	Ni' cho las	Si' ci' ly
Lan ven ham	Nor man dy	Si' me on
La' ving ton	Not ting ham	Sit ting born
Led bu' ry	Ock ing ham	Sit ting ham
Lei ce' fter	O di ham	So' lo mon
Le' ming ton	O' li ver	So' mer fet
Leo' min fter	Om berf ly	Som mer ton
Li' ver pool	O ver ton	Spa' ni ard
Low bo' rough	O' ving ham	Ste ven edge
Luck ing ton	Pad ding ton	Strath na vern
Lut ter worth	Pe terf field	Stur min fter
Ly' di a	Pe' ther ton	Sud bu' ry
Mac cles field	Pick er ing	Sud min fter
Mag da len	Pock ling ton	Sun der land
Ma ho' met	Por tu gal	Su' ther land
Ma' la ga	Pruf fi a	Swit zer land
Malmf bu' ry	Puck er idge	Sy' ri a
Man che' fter	Queen bo' rough	Ta' bi tha
		Tad ca' fter

Tad ca' ster	Tuf ca ny	West min ster
Tan ger mund	Va len tine	West mor land
Ten bu' ry	Ul ver ston	We' ther by
Ten ter den	Up ping ham	Whit sta ble
Tewks bu' ry	Wal ling ford	Whit sun day
Throng ca' ster	Wal sing ham	Whit sun tide
Thorn bu' ry	Walt ham stow	Wil li am
Til bu' ry	War min ster	Wim ble ton
Ti' mo thy	War ring ton	Win caun ton
Ti' ver ton	Wa ter ford	Win chel sea
Tor ring ton	Wat ling ton	Win che' ster
Tow ce' ster	Wed nes day	Wor ce' ster
Tri' ni ty	Wel ling ton	Za bu lon
Tud bu' ry	Wen do ver	Za cha ry
Tud ding ton	West bu' ry	Zo di ac

## T A B L E II.

*Note, The Accent is the second Syllable.*

<b>A</b> Lep po	Cy re ne	Gi' bral tar
An ti gua	Da ma' scus	Go li ah
Arch an gel	Da ri us	Go mor rah
Au gu' stine	De cem ber	Gra na da
Au gu' stus	De vi zes	Ha bak kuk
Ba ha ma	Drog he day	Ho san na
Bar ba dos	Dun gan non	Ho se a
Ber mu das	Du raz zo	Ja mai ca
Bis sex tile	Di a na	Je ho vah
Ca na da	E clip tic	Jo si ah
Ca na ry	E li as	Ju de a
Car mar then	E qua tor	La do ga
Car na van	Eu phra tes	Lan be der
Church stret ton	Fa ler nus	Le pan to
Co lump ton	Fer ra ra	Li pa ri
Comb mar ton	Fo ren za	Ma co co
Cre mo na	For mo sa	Ma dei ra
Crick how el	Ge' ne va	Ma jor ca
		Ma lac ca

Ma lac ca	Phi le mon	Su ma tra
Mat thi as	Phi lip pi	Su lan na
Mes si ah	Port roy al	Syl ve' ster
Mo de na	Pri' scil la	Ta ran to
Mo roc co	Pul he ly	Ter tul lus
New ca' stle	Ra ven na	Tir con nel
New ha ven	Re be' kah	To bi as
New mar ket	Sa ler no	To le do
North amp ton	So lo na	Ve ro na
North cur ry	Sa rep ta	Vi en na
No vem ber	Sa vo na	Vul ca no
Oc to ber	Sep tem ber	West che' ster
Oke hamp ton	So phi a	White ha ven
Pa ler mo	South amp ton	Zac che us

## TABLE III.

Note, *The Accent is on the last Syllable.*

<b>A</b> ' Ber deen	Ca' rol stadt	Lan gue doc
Al be marle	Char le ville	Mil den hall
Am ster dam	Char le roy	Mount se rat
A' nan dale	Ea ston ness	Mount se rell
Ba sing stoke	El se nure	Na' za rene
Bo' nin gale	Fon ta nelle	Of we' stree
Bud des dale	Har tle pool	Pam pe lune
Ca' ra van	In vei ness	Scan de roon

*Proper Names of four Syllables.*

## TABLE IV.

Note, *The Accent is on the first Syllable.*

<b>A</b> D der bu' ry	Da' ris bu' ry	Ja' ni za ry
A' lex an der	Fe bru a ry	Ja' nu a ry
Al mond bu' ry	Fo' ther ing hay	Ke der min ste
Am bers bu' ry	Gla' sten bu' ry	Mi' cha el mas
At tle bo' rough	Hi e rar chy	Pe ter bo' rough
Can ter bu' ry	Is ra el ite	Sa' lis bu' ry

## TABLE II.

*Note, The Accent is on the second Syllable.*

<b>A</b> Cha i a	E gyp ti an	Na tha' ni el
A me lia	E li' za beth	Ni lo' me ter
A me' ri ca	E pi' pha ny	North al ler ton
A po' cry pha	E fa i as	Pa la' ti nate
A ra bi a	Eu ro pe an	Pamphy' li a
Ar me ni a	E ze ki el	Pe ne' lo pe
As phal ti tes	Ga' la ti a	Pla cen ti a
As sy' ri a	Ga' li' ci a	Sa ma ri a
Bar ba di an	Gal li' po li	Sa ma' ri tan
Bar ba ri an	Ga ma li el	Sar di' ni a
Bar tho' lo mew	Ge or gi a	Scla vo ni a
Bil le' ri ca	Ho ra ti o	Se ba' sti an
Bi' thy ni a	Ig na ti us	Si le fi a
Bo he mi a	I ta' li an	Tar ta ri an
Caf fra ri a	Je ru sa lem	The o' do lite
Ca' la bri a	Le vi' ti cus	The o' phi lus
Ca per na um	Lieu te' nant cy	Ther mo' me ter
Ce fa re a	Ma ho' me tan	Thes. sa li a
Ce' li' ci a	Mi ran du la	Ti be ri us
Co los si ans	Mol da vi a	Ve ne ti an
Co per ni cus	Mont go' me ry	Vi su vi us
Co rin thi an	Moht pe li er	Vir gi' ni a
Cor ne li us	Mo ra vi a	U tox e ter
Dal ma ti a	Mo fa i cal	West pha li a

## TABLE III.

*Note, The Accent is on the third Syllable.*

<b>A</b> Ber con way	Be' ne ven to	Ci ren ce' ster
A' na bap tist	Cag li a ri	Com po stel la
A' na ni as	Ca' ro li na	Co pen ha gen
Ba al ze bub	Che tel hampton	Dal ma nu tha
Bar ce lo na	Chip ping nor ton	E le a zer
Be' ne dic tine	Chip ping on gar	E' ze ki as
	<b>F</b>	Hal le lu jah



Hal' le lu jah	Mar ga ri' ta	Shep top mal let
Hen ri et ta	Ne he mi ah	Sut ton co field
He' ze ki ah	Ni' co de mus	Thy a ti ra
P fa bel la	O' ba di ah	Tra co ri tis
Je' re mi ah	Pa' le' fti na	Wol ver hamp' ton
Je' ro bo am	Phi' lips nor ton	Wot ton bas set
La' za ret to	Sa' la man ca	Ze' cha ri ah
Ma' da ga' scar	Sa' ra gos fa	Ze' de ki ah

Note, *The Accent is on the last Syllable.*

Bar ce' lo nette Or' le a nois Phi' lip pe ville

*Proper Names of Five Syllables.*

T A B L E I.

Note, *The Accent of the following Words is on the third Syllable.*

A' Lex an dri a	Ly ca o ni a
A' na to li j a	Ma' ce do ni a
An da lu zi a	Ma gel la' ni ca
A' pol lo ni a	Me tro po' li tan
Ca' pa do ci a	Ne bu' zar a dan
Ca' ta lo ni a	Ni' co me di a
Ce' pha lo ni a	Phi' la del phi a
Cle burg mor ti mer	Sa mo thra' ci a
Deu te ro' no my	Scan di na vi a
Di o ni' fi us	Sex a ge' fi ma
E qui noc ti al	The o do fi us
He li o' po lis	Thes sa lo ni ans
Hi e ra' po lis	Tran' syl va ni a
Li' thu a ni a	U ni ver' si ty

T A B L E II.

Note, *The Accent of the following Words is on the fourth Syllable.*

A' Ber ga ven ny	A' lex an dret ta
A ha' su e rus	A' ri ma the a
	Con stan ti no p

Con' stan ti no ple  
Ec cle si a' fles  
E' pa' phro di tus  
E' stra man du ra  
Hi' spa ni o la

La o' di ce a  
Ne bu chad nez zar  
Pe' lo pon ne fus  
Stur min ster new ton  
Thes sa lo' ni ca

## TABLE III.

*Proper Names of Six Syllables.*

Note, The Accent is on the fourth Syllable.

**A** Bel beth ma a cah      Hi' sto ri o' gra phy  
Be ro dach ba' la dan      Me' di ter ra ne an  
Ec cle si a' sti cus      Me' so po ta mi a

Ho-no-ri-fi-ca-bi-li-tu-di-ni-ty,

is the longest Word, and signifies Honorableness.

*Pratt* PART II. 1821

A TABLE of WORDS, the same in Sound, but different in Spelling and Signification.

**A**IL, to be troubled  
Ale, Malt Liquor  
Are, they are  
Air, one of the Elements  
Heir, to an Estate  
All, every one  
Awl, to bore Holes  
Allow'd, granted  
Aloud, with a Noise  
Altar, for Sacrifice  
Alter, to change  
An, a Particle  
Ann, a Woman's Name

Ant, a Pismire  
Aunt, Uncle's Wife  
Aray, good Order  
Array, to clothe  
Assent, an Agreement  
Ascent, going up  
Augur, a Prophet  
Auger, for Carpenters  
Bail, a Surety for Debt  
Bale, of Cloth or Silk  
Bald, without Hair  
Bawl'd, cry'd aloud  
Ball, a round Substance

*Bawl*, to cry aloud  
*Barbara*, a Woman's Name  
*Barbary*, a Country  
*Barberry*, a Fruit  
*Bear*, a Beast  
*Bare*, naked  
*Base*, in Music  
*Base*, vile  
*Baize*, Cloth so called  
*Bays*, Bay trees  
*Beer*, to drink  
*Bier*, to carry the Dead  
*Bean*, Pulse  
*Been*, was at a Place  
*Beat*, to strike  
*Beet*, an Herb  
*Bettee*, a Pint Flask of Wine  
*Betty*, Elizabeth  
*Berry*, a small Fruit  
*Bury*, to lay in the Grave  
*Bile*, a Swelling  
*Boil*, as Water on the Fire  
*B'ew*, did blow as Wind  
*Blue*, Colour  
*Blight*, a Blast  
*Blite*, a Flower  
*Board*, a thin Plank  
*Bor'd*, made a Hole  
*Boar*, a Beast  
*Boor*, a clownish Fellow  
*Bore*, to make a Hole  
*Bold*, confident  
*Bowl'd*, did bowl  
*Bolt*, for a Door  
*Boult*, to sift Meal  
*Bow*, to bend  
*Bough*, a Branch  
*Boy*, a Lad  
*Buoy*, to bear up

*Bow*, to shoot with  
*Beau*, a fine Gentleman  
*Brake*, an Herb  
*Break*, to part afunder  
*Bread*, to eat  
*Bred*, brought up  
*Breaches*, broken Places  
*Breeches*, to wear  
*Burrow*, for Rabbits  
*Borough*, a Corporation  
*By*, near  
*Buy*, for Money  
*Brews*, breweth  
*Bruise*, to hurt with Blows  
*But*, a Particle  
*Butt*, two Hogshheads  
*Cain*, Abel's Brother  
*Cane*, a Shrub  
*Calais*, a Town in France  
*Chalice*, a Cup  
*Call*, to cry out  
*Cawl*, for a Wig  
*Catender*, Account of Time  
*Calendar*, to smoooth Cloth  
*Can*, to be able  
*Cann*, to drink out of  
*Cannon*, a Gun  
*Canon*, a Rule  
*Capital*, chief  
*Capitol*, a Tower in Rome  
*Canvas*, coarse Cloth  
*Canvass*, to examine  
*Card*, to play with  
*Card*, to dress Wool  
*Cart*, to carry things in  
*Chart*, a Description of a [Sea Coast]  
*Cashier*, a Cash-keeper  
*Castire*, to disband

*Celi.*

*Cell*, a Hut  
*Sell* to dispose of  
*Cellar*, the lowest Room  
*Seller*, that selleth  
*Centor*, a Reformer  
*Center*, for Incense  
*Cession* a Relinquishing  
*Session*, of a Court  
*Chair*, to sit in  
*Chace*, a Job of Work  
*Choler*, Rage  
*Collar*, for the Neck  
*Coller*, Beef and Brawn  
*Ceiling*, of a Room  
*Sealing*, setting of a Seal  
*Cion*, a young Sprig  
*Sion*, a Mount so called  
*Chronical*, of a long Con-  
 [tinuance  
*Chronicle*, an History  
*Clerk*, a Clergyman  
*Clerk*, a Book keeper  
*Claufe* a Sentence  
*Claw*, of a Bird or Beast  
*Climb*, to get up a Tree  
*Clime*, a Climate  
*Close*, to shut up  
*Clothes*, Garments  
*Coat*, a Garment  
*Cote*, a Cottage  
*Coarse*, homely  
*Course*, run, pursue  
*Complement*, the Remainder  
*Compliment*, to speak oblig-  
 [ing Words  
*Concert*, of Music  
*Consort*, a companion  
*Cousin*, a Relation  
*Cheat*, to cheat

*Council*, an Assembly  
*Counsel*, to advise  
*Cruise*, to sail about  
*Cruise*, a small Vessel  
*Current*, a running Stream  
*Currant*, passable  
*Courier*, a Messenger  
*Currier*, a Dresser of Lea-  
 [ther  
*Creek* of the Sea  
*Creak*, to make a Noise  
*Crewel*, Worsted  
*Cruel*, fierce  
*Dane*, a man of Denmark  
*Deign*, to vouchsafe  
*Dam*, to stop Water  
*Damn*, to condemn  
*Day*, 24 Hours  
*Dej*, Magistrate in Barbary  
*Dear*, of great Price  
*Deer*, in the Woods  
*Dew*, from Heaven  
*Due*, a Debt  
*Do*, to act  
*Die*, to decease  
*Dye*, to stain Cloth  
*Dire*, dreadful  
*Dyer*, a Stainer of Cloth  
*Disease*, a Sickness  
*Disseize*, to dispossess  
*Doe*, a Female Deer  
*Dough*, Paste of Leaven  
*Done*, acted  
*Dun*, Colour  
*Dredge*, a Flour Box  
*Drudge*, a Slave  
*Earing*, Time of Harvest  
*Ear-ring*, Ring for the Ear  
*Eaten*, devoured

*Eaten*,



<i>Eaton</i> , a Town's Name	<i>Grater</i> , for the Nutmeg
<i>Er</i> , the Son of Judah	<i>Greater</i> , larger
<i>Err</i> , to mistake	<i>Grays</i> , Name of a Place
<i>Fain</i> , desirous	<i>Graze</i> , to eat Grass
<i>Feign</i> , to dissemble	<i>Grease</i> , nasty Fat
<i>Faint</i> , weary	<i>Greece</i> , a Country
<i>Feint</i> , a false March	<i>Groan</i> , to sigh
<i>Fair</i> , comely	<i>Grown</i> , increased
<i>Fare</i> , a customary Day	<i>Hail</i> , to salute
<i>Fellow</i> , a Whistlow	<i>Hale</i> , to draw along
<i>Felon</i> , a Criminal	<i>Hart</i> , a Beast
<i>File</i> , of Metal	<i>Heart</i> , the Seat of Life
<i>Foil</i> , to overcome	<i>Hare</i> , in the Fields
<i>Fir</i> , Wood	<i>Hair</i> , of the Head
<i>Fur</i> , Skin	<i>Here</i> , in this Place
<i>Flea</i> , an Insect	<i>Hear</i> , to hearken
<i>Flee</i> , to run	<i>Hew</i> , to cut
<i>Flew</i> , did fly	<i>Hue</i> , Colour
<i>Flue</i> , soft Hair of a Rabbit	<i>Hugh</i> , a Man's Name
<i>Flour</i> , for Bread	<i>High</i> , lofty
<i>Flower</i> , of the Field	<i>Hoy</i> , a kind of Ship
<i>Forth</i> , abroad	<i>Him</i> , that Man
<i>Fourth</i> , in Number	<i>Hymn</i> , a Song
<i>Foul</i> , nasty	<i>Hire</i> , Wages
<i>Fowl</i> , a Bird	<i>Higher</i> , more high
<i>Frays</i> , Quarrels	<i>Hoar</i> , Frost
<i>Fraise</i> , fried Meat	<i>Whore</i> , a lewd Woman
<i>Gall</i> , bitter Substance	<i>Hole</i> , Hollownels
<i>Gaul</i> , a Frenchman	<i>Whole</i> , perfect
<i>Gargill</i> , a Distemper in [Geese]	<i>Hoop</i> , for a Tub
<i>Gargle</i> , to wash the Mouth	<i>Whoop</i> , to cry out
<i>Gilt</i> , with Gold, &c.	<i>Hough</i> , to hamstring
<i>Guilt</i> , Sin	<i>Huff</i> , to swagger
<i>Glair</i> , the white of an Egg	<i>I</i> , myself
<i>Glare</i> , to dazzle	<i>Eye</i> , to see with
<i>Grate</i> , for Coals	<i>I'll</i> , I will
<i>Great</i> , large	<i>Ile</i> , an Alley in a Church
	<i>Ise</i> , an Island
	<i>Oil</i> , of Olives, &c.

*In*, within  
*Inn*, for Travellers  
*Indict*, to prosecute  
*Indite*, to compose  
*Kill*, to murder  
*Kiln*, for making Bricks  
*Knave*, a dishonest Man  
*Nave*, of a Wheel  
*Knight*, a Title of Honour  
*Night*, the Evening  
*Know*, to be acquainted  
*No*, not so  
*Knew*, did know  
*New*, not old or used  
*Known*, discovered  
*None*, not one  
*Knows*, he knoweth  
*Nose*, of the Face  
*Lade*, to load or burden  
*Laid*, placed  
*Lain*, did lie  
*Lane*, a narrow Passage  
*Leak*, to let Water in or out  
*Leek*, a Pot-Herb  
*Lees*, Dregs of Wine, &c.  
*Leese*, to lose  
*Lessen*, to make less  
*Lesson*, in Reading  
*Lier*, in wait  
*Liar* or *Lyar*, a Teller of  
     (Lie)  
*Lyre*, a Musical Instrument  
*Limb*, a Member  
*Limn*, to paint  
*Line*, length  
*Loin* of Veal &c.  
*Lineament*, the Proportion  
     (of the Face)  
*Liniment*, Ointment

*Lead*, did lead  
*Lead*, Metal  
*Lie*, a Falsity, to lie along  
*Lye*, of Alhes, &c.  
*Lo*, behold  
*Low*, humble  
*Made*, finished  
*Maid*, a Virgin  
*Main*, the chief Thing  
*Mane*, of an Horse  
*Male*, the He  
*Mail*, Armour  
*Mall*, a great Hammer  
*Mawl*, to beat  
*Manner*, Custom  
*Manor*, a Lordship  
*Marten*, a Bird  
*Martin*, a Man's Name  
*Mean*, of low Value  
*Mean* Behaviour  
*Meat*, to eat  
*Meet*, together  
*Mete*, to measure  
*Metal*, Gold or Silver, &c.  
*Mettle*, Briskness  
*Mews*, for Hawks  
*Muse*, to meditate  
*Mite*, an Insect  
*Might*, Strength  
*Moan*, to lament  
*Mown*, cut down  
*Moat*, a Ditch  
*Mote*, in the Eye  
*More*, in Quantity  
*Mower*, that moweth  
*Mo*, more  
*Mow*, to cut down Grass  
*Mortar*, to pound in  
*Morter*, made of Lime  
*Naught*,

*Naught*, bad  
*Nought*, nothing  
*Nay*, not  
*Neigh*, as an Horse  
*News*, Tidings  
*Noose*, a Knot  
*Not*, denying  
*Knot*, to tie or untie  
*Oar*, of a Boat  
*O'er*, over  
*Ore*, of Metal  
*Of*, belonging to  
*Off*, at a distance  
*Oh* ! Alas !  
*Owe*, to be indebted  
*One*, in Number  
*Won*, did win  
*Our*, of us  
*Hour*, Sixty Minutes  
*Palate*, of the Mouth  
*Pallet*, a little Bed  
*Pale*, Colour  
*Pail*, a Vessel  
*Pall*, a Funeral Cloth  
*Paul*, a Man's Name  
*Pain*, Torment  
*Pane*, a Square of Glass  
*Peel*, upon the Bells  
*Peal*, the outside  
*Pear*, Fruit  
*Pair*, a Couple  
*Pave*, to cut off  
*Peer*, a Lord  
*Pier*, a large Glass  
*Peter*, a Man's Name  
*Petre*, Salt  
*Pint*, half a Quart  
*Point*, a Stop  
*Place*, of abode

*Plaice*, a Fish  
*Plain*, even  
*Plane*, to make smooth  
*Plate*, a flat Piece of Metal  
*Plait*, a Fold in a Garment  
*Pleas*, Courts of Law  
*Please*, to consent  
*Plough*, an Instrument  
*Plow*, to make a Furrow  
*Pore*, of the Skin  
*Pour*, as Water  
*Practice*, Exercise  
*Practise*, to exercise  
*Pray*, to beseech  
*Prey*, a Booty  
*Praise*, Commendation  
*Prays*, he prayeth  
*Principal*, chief  
*Principle*, the first Rule  
*Profit*, Advantage  
*Prophet*, a Foreteller  
*Queen*, a nasty Slut  
*Queen*, a King's Wife  
*Quire*, of Paper  
*Choir*, of Singers  
*Rag*, a Tatter  
*Wrag*, a Sort of a Stone  
*Rain*, Water  
*Reign*, to rule as a King  
*Rein*, a Bridle  
*Raise*, to set up  
*Rays*, Sun Beams  
*Race*, to run  
*Raze*, to demolish  
*Red*, a Colour  
*Read*, did read  
*Reddish*, somewhat red  
*Radish*, a Root  
*Reed*, a Shrub

*Read*,

*Read*, in a Book  
*Rere*, the back part  
*Rear*, to erect  
*Rest*, Ease  
*Wrest*, to force  
*Retch*, to vomit  
*Wretch*, an unhappy man  
*Rhyme*, in verse  
*Rime*, a freezing Mist  
*Rial*, a foreign Coin  
*Royal*, princely  
*Rice*, a kind of Corn  
*Rise*, Advancement  
*Rye*, Corn  
*Wry*, crooked  
*Ring*, the Bells  
*Wring*, the Hands  
*Rite*, a Ceremony  
*Right*, just and true  
*Wright*, a Workman  
*Write*, with a Pen  
*Rode*, did ride  
*Road*, the Highway  
*Row'd*, did row  
*Ro*, a kind of Deer  
*Row*, a Rank  
*Good*, 4th Part of an Acre  
*Rude*, impudent  
*Rome*, a City  
*Room*, Part of an House  
*Reum*, Spittle  
*Re*, by Heart  
*rote*, did write  
*ough*, not smooth  
*uff*, a Neckcloth  
*il*, of a Ship  
*le*, Selling  
*ary*, Wages  
*lery*, an Herb

*Scilly*, an Island  
*Silly*, foolish  
*Saver*, that saveth  
*Savor*, Taste or Smell  
*Saviour*, Jesus Christ  
*Scene*, of a Stage  
*Seen*, beheld  
*Seas*, great Waters  
*Sees*, teeth  
*Seize*, to lay hold of  
*Sea*, a great Water  
*See*, behold  
*Sear*, to burn  
*Seer*, a Prophet  
*Sent*, order'd away  
*Scent*, Smell  
*Seignior*, Lord  
*Senior*, elder  
*Shoar*, a Prop  
*Shore*, the Sea Coast  
*Shown*, shewed  
*Shone*, did shine  
*Site*, Situation  
*Cite*, to summon  
*Sight*, seeing  
*Sink*, to go down  
*Cinque*, Five  
*Sloe*, Fruit  
*Slow*, tardy  
*So*, thus  
*Sow*, to scatter Seed  
*Sew*, with a Needle  
*Soal*, a Fish  
*Sole*, of the Shoe  
*Some*, a Part  
*Sum*, the Whole  
*Son*, a Man-Child  
*Sun*, the Heavenly Light  
*Sore*, an Ulcer

*Soar.*



*Soar*, to mount upwards  
*Stare*, to look earnestly  
*Stair*, a Step  
*Stains*, Spots  
*Stanes*, the Name of a Place  
*Starling*, a Bird  
*Sterling*, English Money  
*Steal*, to rob  
*Steel*, a Metal  
*Steer*, a young Bullock  
*Steer*, to guide a Ship  
*Stile*, for a Passage  
*Style*, Manner of Writing  
*Straight*, not crooked  
*Strait*, narrow  
*Succour*, Help  
*Sucker*, a young Twig  
*Subtil*, cunning  
*Suttle*, weight  
*Tacks*, small Nails  
*Tax*, a Rate  
*Tail*, the End  
*Tale*, a Story  
*Tare*, Weight allow'd  
*Tear*, to rend in Pieces  
*Team*, of Horses  
*Teem*, to go with Young  
*Threw*, did throw  
*Through*, quite thorough  
*Their*, of them  
*There*, in that Place  
*Throne*, a Seat of State  
*Thrown*, cast  
*The*, a Particle  
*Thee*, yourself  
*Time*, when  
*Thyme*, an Herb  
*To*, unto  
*Too*, likewise

*Two*, a Couple  
*Toe*, of the Foot  
*Tow*, to drag along  
*Told*, as a Tale  
*Toll'd*, as a Bell  
*Tour*, a Journey  
*Tower*, a fortified Place  
*Tray*, a Butcher's Tray  
*Trey*, the Number Three  
*Vale*, a Valley  
*Veil*, a Covering  
*Vain*, useless  
*Vane*, to shew the Wind  
*Vein*, for the Blood  
*Vice*, ill Habit  
*Vise*, a Screw  
*Undo*, to take to Pieces  
*Undue*, not due  
*Wade*, to go in the Water  
*Weigh'd*, in the Balance  
*Wait*, to expect  
*Weight*, for the Scales  
*Wale*, the Mark of a Whip  
*Whale*, a Sea-Fish  
*Ware*, Merchandize  
*Wear*, to put on Cloaths  
*Were*, was  
*Where*, at what Place  
*Waste*, to spend  
*Waist*, the Middle  
*Way*, to walk in  
*Weigh*, to poize  
*Wey*, 40 Bushels  
*Whey*, Milk and Rennet  
*Weal*, Good  
*Veal*, Calf's Flesh  
*Wheale*, a Pimple  
*Wheel*, of a Cart  
*Weak*, not strong

<i>Week</i> , Seven Days	<i>While</i> , in the mean Time
<i>Weather</i> , Disposition of the (Air	<i>Wood</i> , of Trees
<i>Whether</i> , which of the Two	<i>Wou'd</i> , willing
<i>White</i> , Colour	<i>Wrath</i> , Anger
<i>Wight</i> , an Island	<i>Wroth</i> , to be angry
<i>Wither</i> , to decay	<i>Ye</i> , yourselves
<i>Whither</i> , to what Place	<i>Yea</i> , yes
<i>Vile</i> , base	<i>Yew</i> , a Tree
<i>Wile</i> , a Trick	<i>You</i> , yourself
	<i>Ewe</i> , a Sheep

## P A R T III.

### A Practical *English* GRAMMAR.

#### C H A P. I.

##### *Of GRAMMAR in general.*

**Q.** *WHAT* is Grammar?

**A.** Grammar is the Science of Letters, or the Art of Writing and Speaking properly and syntactically.

**Q.** *What do you mean by English Grammar?*

**A.** The Art of Writing and Speaking the *English Tongue* properly and syntactically.

**Q.** *How is Grammar divided?*

**A.** Grammar is divided into Four Parts; *Orthography, Prosody, Analogy* and *Syntax*.

##### *Of ORTHOGRAPHY.*

**Q.** *What is Orthography?*

**A.** *Orthography* teacheth the true Characters and Powers of the Letters, and the proper Division of Syllables, Words and Sentences.

## Of LETTERS.

Q *What is a Letter?*

A. A Letter is a significant Mark or Note, of which Syllables are compounded.

Q. *How many English Letters are there?*

A. Six and Twenty.

Q. *Which be they?*

A. They are these following, with their Powers and Names :

Letters.	Their Names and Powers or Sound.
A or a	A long (ä) as in <i>Cape</i> : short (à) as in <i>Cap</i> ;
B b	Bee (broad á) as in <i>Halt</i> .
C c	Cee
D d	Dee
E e	E long (ë) as in <i>meet</i> : short (è) as in <i>met</i> .*
F f	Eff
G g	Fee
H h	Aytch
I i	I long (ï) as in <i>tine</i> : short (i) as in <i>sin</i> .
J j	Jay
K k	Kay
L l	Ell
M m	Em
N n	En
O o	O long (ö) as in <i>note</i> ; short (ò) as in <i>not</i> .
P p	Pee
Q q	Cu
R r	Arr
S s	Efs
T t	Tee
V v	Vee
U u	Yu long (ü) as in <i>tune</i> : short (ù) as in <i>tun</i> .
W w	Double yu
X x	Eks
Y y	Wi long (ÿ) as in <i>my</i> : short (ÿ) as in <i>Egypt</i> .
Z z	Zed

Q. Do

\* Note, When *e* is not sounded at the End of a Word, it is called *e final* : Which sometimes serves to lengthen the Sound of the foregoing Vowel ; as in *saw<sup>e</sup>* : And sometimes is redundant ; as in *give<sup>e</sup>*.

*Q. Do these Letters always keep their own natural Sound?*

*A. No.*

*Q. What Letters are those which do not always keep their own natural Sound?*

*A. They are b, c, e, f, g, i, l, o, s, t, u, x, y, ; and the double Letters, ch, gh, and ph.*

*Q. Give me an Example of each:*

*A. 1. B is founded like t, in Subtil.*

*2. C before a, o, u, l, and r, is always founded like k; as in cat, cord, cup, cloth, cramp; but before e, i, and y, is always founded like f; as in cellar, cfoil, cypress: It is also founded like f in Mutele: and in Words derived from the French, having b after it: as in Machine.*

*3. E is founded like ä, in there, where; and like ù, in her.*

*4. F is founded like v, in of.*

*5. G before e and i in some Words, and almost always before y, is founded like j; as in Gentleman, Giant, Egyptian.*

*6. I, in Words derived from the French, sounds like ee; as in Machine: it also sounds like ù; as in Bird, third, &c.*

*7. L is founded like m in Salmon.*

*8. O is founded like ä in Alley; like è in Women; and like ù in Worm.*

*9. S is frequently founded like z; as in present, presume.*

*10. T is founded like f, in Whistle, Thistle. T before a Vowel, is founded like f or sh; as in Nation; except when f goes immediately before it; as Celestial, or at the Beginning of a Word; as tied; or in Derivatives; as mightier, mightiest, emptied.*

*11. U is founded like è in Bury; and like ò in Business.*

*12. X*



12. *X* hath no Sound of its own ; but at the Beginning of a Word is always sounded like *z* ; as in *Xenophon* ; and in the Middle and at the End of Words like *ks* ; as in *Wax, Xerxes*.

13. *Y*, at the End of Monosyllables, is sounded like *i* ; as in *by, my* ; but in the Middle of Words of more than one Syllable, it is sounded like *î*, as in *Egypt* ; and at the End of Words of more than one Syllable, it usually sounds like *e* : as in *many*.

14. *Ch* is sounded like *qu*, in *Choir, Chorister*.

15. *Gh*, sometimes at the End of a Word, and always *ph*, when they come together in the same Syllable, sound like *f* ; as in *laugh, Elephant* ; except where *ph* sound like *v* ; as in *Stephen*.

*Q. Where are the Capital Letters to be used and where the Small.*

*A.* The *Capitals* are to be used in the Front of Sentences, and in the Beginning of Verses ; of all proper Names of Persons, Places, Rivers, &c. of Arts and Sciences ; of Dignities, Festivals, Games ; and of all Words put for proper Names, or that have any great Emphasis in a Sentence : Also after a Full Stop, and at the Beginning of a Quotation, though it be not immediately after a Full Stop : Likewise whole Words, and sometimes Sentences are written in *Capitals*, and then something is expressed extraordinary great. They are sometimes used in the Titles of Books, for Ornament-sake : And always the Pronoun *I*, and the Interjection *O*, are written in *Capitals* ; and in all other Places the *small Letters* must be used.

*Q. When Capital Letters are placed single in a Sentence, what do they stand for ?*

*A.* Sometimes they stand for whole Words ; as *B. A.* Bachelor of Arts ; *B. D.* Bachelor in Divinity ; *D. D.* Doctor in Divinity, *B. M.* Bachelor in Physic, or the like ; as you may find more at large at the End of the third Part : Or else they stand for Numbers, and are called *Numeral Letters* ; thus,

I. One

I. One	XV. Fifteen	C. An Hundred
II. Two	XVI. Sixteen	CC. Two Hundred
III. Three	XVII. Seventeen	CCC. Three Hundred
IV. or IIII. Four	XVIII. Eighteen	CCCC. Four Hundred
V. Five	XIX. Nineteen	D. Five Hundred
VI. Six	XX. Twenty	DC. Six Hundred
VII. Seven	XXI. Twentyone	DCC. Seven Hundred
VIII. Eight	XXX. Thirty	DCCC. Eight Hundred
IX. Nine	XL. Forty	DCCCC. Nine Hundred
X. Ten	L. Fifty	M. One Thousand
XI. Eleven	LX. Sixty	M, DCC, LXXX IX.
XII. Twelve	LXX. Seventy	One Thousand Se-
XIII. Thirteen	LXXX. Eighty	ven Hundred and
XIV. Fourteen	XC. Ninety	Eighty-nine. 1789.

*Q. How are the Letters naturally divided ?*

*A. Into Vowels and Consonants.*

*Q. What is a Vowel ?*

*A. A Vowel is a Letter which gives a full and perfect Sound of itself, and without which there can be no Syllable.*

*Q. How many Vowels are there in English ?*

*A. There are Six ; a, e, i, o, u, and y, when it follows a Consonant.*

*Q. What is a Consonant ?*

*A. A Consonant is a Letter, that cannot be sounded without a Vowel ; as b without e. Therefore all Letters, except the Vowels, are Consonants.*

*Of SYLLABLES.*

*Q. What is a Syllable ?*

*A. A Syllable is either one Letter, as a ; or more than one ; as Man.*

*Of SPELLING, or Division of SYLLABLES.*

*Q. How do you divide your Syllables ?*

*A. By taking Words asunder into convenient Parts, in order to shew their true Pronunciation, and original Formation, which is commonly called Spelling.*

*Q. In how many Rules may the Doctrine of Spelling be contained ?*

*A. All Spelling, or Division of Syllables, may be comprehended in Seven general Rules.*

*RULE*

## R U L E I.

*Q. What is the First general Rule for Division of Syllables ?*

*A. A Consonant between two Vowels goes to the latter Syllable, as ba-nish.*

*Q. What is the first Exception to this Rule ?*

*A. These Consonants, w, and x, go to the former Syllable ; as Flow-er, Ex-ile.*

*Q. What is the second Exception ?*

*A. Words formed and compounded, must be divided according to the fifth and sixth general Rules.*

## R U L E II.

*Q. What is the Second general Rule for Division of Syllables ?*

*A. Two Consonants in the Middle of a Word, that are proper to begin a Word, must begin the Syllable together ; as, clu-ster.*

*Q. What Exception have you to this Rule ?*

*A. All such Derivatives, whose Primitives ending in e final, drop the e in Spelling, have the Consonants in the Middle of the Word parted, though they be proper to begin a Word ; as, Heuf-hold.*

*Note. That dl, tl, and kl, are often used to begin Syllables, though they begin no Words ; as, La-dle, Tur-tle, Wrin-kle.*

## R U L E III.

*Q. What is the Third general Rule for Division of Syllables ?*

*A. Two Consonants in the Middle of a Word, that are not proper to begin a Word, must be divided ; as, Num-ber.*

*Q. What Exception have you to this Rule ?*

*A. Two Consonants in the Middle of a Derivative, though they be not proper to begin a Word, must not be divided ; as, Stand-ard.*

## R U L E IV.

*Q. What is the Fourth general Rule for Division of Syllables ?*

*A. If*

*A.* If two Vowels come together, not making a Diphthong, they must be divided; as, *ae*, in *Ja-el*; *ao* in *extra-or-di-na-ry*; *eo* in *pi-te-ous*; *ia* in *Vi-al*; *io* in *Vi-ol*; *iu* in *di-ur-nal*; *oe* in *co-er-ci-on*; *ua* in *u-su-al*; *ue* in *Du-el*; *u* in *ru-in*, *con-gru-i-ty*; and *uo* in *con-gru-ous*.

Note, 1. *Ua*, *ue*, *ui*, and *uo*, become Diphthongs after *q*; as, *Quar-rel*, *Que-sti-on*, *Qui-et*, *Quo-ti-ent*; likewise *ua* in *per-suade*, *Per-sua-si-on*, &c.

2. Though *eo* cannot properly be called a Diphthong, yet they are not divided in *Peo-ple*.

#### R U L E V.

*Q.* What is the Fifth general Rule for Division of Syllables?

*A.* Let Words, formed or derived, be divided according to their *Original*, or *Primitive*.

*Q.* What is the Consequence of this Rule?

*A.* These Terminations, *-age*, *-ed*, *-en*, *-er*, *-est*, *-eth*, *-ing*, *-ish*, *-ous*, *-ard*, *-al*, *-or*, ought to go by themselves in Spelling; as, *Herb-age*, *boast-ed*, *gold-en*, *hear-er*, *know-est*, *latch-et*, *hear-eth*, *hear-ing*, *fool-ish*, *ru-in-ous*, *Stand-ard*, *mo-nu-ment-al*, *Ex-act-or*.

*Q.* What is the first Exception to this Rule?

*A.* Monosyllables, and Words accented upon the last Syllable, ending in a single Consonant, without a Diphthong foregoing, double their final Consonant, when they take any of the formative Endings; and then it may be proper to put the latter Consonant with the Termination; as, *Pot-tage*, *blot-ted*, *blot-test*, *blot-teth*, *blot-ting*, *blot-ter*, *rot-ten*, *flat-tish*, *a-bet-tor*.

*Q.* What is the second Exception?

*A.* When Words in *e final* take any of these Terminations, *e final* is lost even in writing, and then a Consonant may be put to the Termination; as, *write*, *wri-test*, *wri-teth*, *wri-ter*, *wri-ting*.

Note, 1. Where casting away the *e* would create any Confusion in the Sense, I advise to retain it; as from the verb *singe*, I would write *singe-eth*, *singe-ing*, to distinguish it from *sing-eth*, *sing-ing*, when the Word happens to be wrote on two different Lines, for want of Room.



2. If Words in *e final* have the last Syllable short, it is a much better Guide to the Ear, to let the Termination go by itself; as, *for-giv-ing, for-giv-en; lov-er; com-ing.*
3. Such *Primitives* as take only *y* after them, have some of the foregoing *Consonants* joined to it; as, *ear-thy*; but after *u, w, and x*, it must come alone; as, *glu-y, flaw-y, dox-y.*

## R U L E VI.

Q. What is the Sixth general Rule for Division of Syllables?

A. Let compound Words be reduced to their primitive Parts.

Q. What is the first Consequence of this Rule?

A. A Preposition; as, *ad-, in-, an-, sub-, per-, dis-, re-, pre-*, must be pronounced by itself; as, *ad-e-quate, in-i-qui-ty, un-e-qual, sub-urbs, per-ad-ven-ture, dis-m-nite, re-pro-bate, pre-vi-ous.* Yet we say, *pe-ruse.*

Q. What is the second Consequence of this Rule?

A. *Beth*, will be the first Syllable in *Beth-a-ny, Beth-el, Beth-a-ba-ra, Beth-es-da, &c.*

Q. What is the third Consequence of this Rule?

A. The Termination *-ham*, will go by itself, at the End of proper Names; as *Chat-ham, Fe-verf-ham, Buck-ing-ham, Elt-ham*; except *South-am* and *Wro-tham.*

## R U L E VII.

Q. When three Consonants meet in the Middle of a Word how must they be divided?

A. 1. If they begin a Word, they must also begin a Syllable together; as, *il-lu-strate.*

2. If they be proper to end a Word, they may all end the former Syllable; as, *latch-et.*

3. If the two last be proper to begin a Word, or the last of all be *l*, they begin a Syllable together; as, *kin-dred, thim-ble.*

4. If the two first of them be proper to end a Word the third may go to the latter Syllable; as *bank-rupt.*

Q. What is a Diphthong?

A. A Diphthong is the uniting of two Vowels in one Syllable; as, *ai* in *laid.*

Q. What

*Q. What is a Triphthong?*

*A. A Triphthong is the uniting of three Vowels in one Syllable, as, ieu in a-dieu.*

*Of WORDS.*

*Q. Of what do Words consist?*

*A. Of one or more Syllables.*

*Q. What is the Use of Words?*

*A. To convey our Sense of Things to another Person.*

*Q. After what Manner?*

*A. By joining them together in Sentences.*

*Of SENTENCES.*

*Q. What is a Sentence?*

*A. Words duly joined together in Construction, make a Sentence; as, Pride is a very remarkable Sin.*

*Q. What Things are necessary for the true writing and reading of Sentences?*

*A. Stops and Marks of Distinction.*

*Of STOPS and MARKS.*

*Q. Which are the Stops and Marks of Distinction used in a Sentence?*

*A. They are a Comma, Semicolon, Colon, Period, and Notes of Interrogation and Admiration: To which may be added, the Parenthesis, Parathesis, Hyphen, Apostrophe, Diarexis, Caret, Asterisk, Index, Obelisk and Quotation.*

*Q. What is a Comma?*

*A. The Comma, marked thus (,) is a note of Respiration, at which we may take Breath, but must not tarry.*

*Q. What is the Use of a Comma?*

*A. It is of Use for distinguishing Words of the same Kind; as Nouns, Verbs and Adverbs, coming together in the same Sentence; and for dividing long Sentences into short Parts; and for the taking away Ambiguities.*

*Q. Give an Example.*

*A. Nature clothes the Beasts with Hair, the Birds with Feathers, and the Fishes with Scales.*

*Q. What is a Semicolon?*

*A. A Semicolon marked thus (;) denotes a middle Breathing between the Comma and the Colon.*

*Q. What is the Use of the Semicolon ?*

*A.* Its chief Use is in distinguishing *Contrarieties*, and frequent *Divisions*.

*Q. Give an Example.*

*A.* You consider the Power of Riches ; but not of Virtue.

*Q. What is a Colon ?*

*A.* The *Colon* marked thus ( : ) is a Note of a long Breathing, as is exemplified below.

*Q. What is the Use of a Colon ?*

*A.* It distinguisheth a perfect Part of a *Sentence*, which has a full Meaning of its own ; but yet leaves the Mind in Suspense and Expectation to know what follows.

*Q. Give an Example.*

*A.* Before all Things, it is necessary for a Man to take a true Estimate of himself : For we mostly think ourselves able to do more than we can.

*Q. What other Use does a Colon serve to ?*

*A.* It is also used before a *comparative Conjunction* in a *Similitude*.

*Q. Give an Example.*

*A.* As we perceive the Shadow upon the Sun-Dial, but discern not its Progression ; and as the Shrub or Grass appears in Time to be grown, but is seen by none to grow : so also the Proficiency of our Wits, advancing slowly by small Improvements, is perceived only after some Distance of Time.

*Q. What is a Period ?*

*A.* The *Period* is a Full Point, thus ( . )

*Q. Of what Use is a Period ?*

*A.* It denotes the full ending and finishing of a whole *Sentence*, at the Conclusion of which it is always placed.

*Q. Give an Example.*

*A.* There is no Man without his peculiar Failing.

*Q. What are the proper Pauses of the Stops ?*

*A.* The proper *Pause* or *Rest* of each of these *Stops* may be thus measured ; The Time of stopping or resting at a *Comma*, is the Time of saying *one* ; at the *Semicolon*, *one, one* ; at the *Colon*, *one, one, one* ; and at the *Period*, *one, one, one, one*, before you begin the next *Clause* or *Sentence*.

*Q. Which*

*Q. Which is the Mark of Interrogation ?*

*A. The Note of Interrogation is ( ? )*

*Q. What is the Use of this Note ?*

*A. To shew the Reader when a Question is asked.*

*Q. Give an Example.*

*A. What is the Use of this Book ?*

*Q. Which is the Note of Admiration ?*

*A. The Note of Admiration is ( ! )*

*Q. What is the Use of this Note ?*

*A. It is used to express our Wonder.*

*Q. Give an Example.*

*A. O the Cares of Mankind !*

*Q. What are the Pauses of these Notes of Interrogation and Admiration ?*

*A. They are the same as that of the Period.*

*Q. What do you call a Parenthesis ?*

*A. A Parenthesis has two crooked strokes, thus ( )*

*Q. What is the Use of the Parenthesis ?*

*A. It serves to include one Sentence in another, without confounding the Sense of either ; and yet is necessary for the Explanation thereof ; and should be read with a lower Tone of the Voice, as a Thing that comes in by the By.*

*Q. Give an Example.*

*A. I verily believe (nor is it a vain Belief) that there is a God, who can reward and punish us.*

*Q. What is the Pause proper for the Parenthesis ?*

*A. Each Part of it is equal to a Comma.*

*Q. What is a Parathesis ?*

*A. A Parathesis, Brackets or Crotchets, are usually expressed by angular Lines, thus [ ].*

*Q. What is the Use thereof ?*

*A. To distinguish such Words from the Sentence, which are an Explication of the Words immediately preceding*

*Q. Give an Example.*

*A. A Treatise of [concerning] Physic.*

*Q. What is a Hyphen ?*

*A. A Hyphen is a small Hair-stroke drawn from one Word to another, thus (-).*

*Q. What*



**Q. What is the Use of a Hyphen ?**

A. It admonisheth the Reader, that the two Words thus joined together must be pronounced like a single Word; as *Bird-cage*.

It is also used to connect the Syllables of the same Word, written, either for want of Room in two different Lines, or for Instruction in Spelling, in one Line ; as, *Al-tar*.

**Q. What is an Apostrophe?**

A. An *Apostrophe* is a *Comma* put at the Top of a Word.

*Q. What is the Use of the Apostrophe ?*

A. It denotes the Omission of a Letter, to make the Sound of the Word more grateful to the Ear ; in Verse to cut off a Syllable for the sake of the Metre ; as, *judg'd* for *judged* : And in Substantives, to shew them to be the *Genitive Case* singular.

Q. *What is a Diæresis?*

A. The *Diæresis* or *Dialysis*, is noted by two full *Points* placed at the Top of the latter of two Vowels.

**Q. What is the Use of the Diæresis ?**

A. To dissolve the *Diphthong*, and to divide it into two Syllables ; as, *Capernaüm*.

**Q. What is a Caret ?**

A. The *Caret*, mark'd thus ( $\wedge$ ) is placed underneath the Line.

Q. What does it denote ?

**A.** It denotes that some Letter, Word, or Sentence is left out by Mistake; and must be taken in exactly where it points upwards.

Q. Give an Example.      A. Thou art Man. <sup>the</sup>

**the**

A

**Q. What is an Asterisk ?**

A. The *Asterisk* or *Star* is mark'd thus (\*).

**Q. What is its Use ?**

A. It directs to some Note in the Margin, or at the Bottom of a Page. Several of them set together, thus (\*\*\*\*) signify that something is wanting, defective, immodest, or that the Author does not choose to insert.

**Q. What**

*Q. What is an Index ?*

*A.* It is an Hand with the Fore-Finger pointing thus (☞).

*Q. What is its Use ?*

*A.* It declares that Passage to be very remarkable over-against which it is placed.

*Q. What is an Obelisk ?*

*A.* An *Obelisk* is marked thus (†) or double, thus (‡)

*Q. What is its Use.*

*A.* It is used upon the like Occasions as the *Asterisk*. —In *Dictionaries*, it denotes a Word to be obsolete, unclassical, or out of Use.

*Q. What is a Quotation ?*

*A.* A *Quotation* is a double Comma reversed, thus (") at the Beginning of a Line.

*Q. What is its Use ?*

*A.* It denotes that Passage to be quoted or transcribed from some Author in his own Words.

*Q. Why are peculiar Words printed in the Italic Character ?*

*A.* To inform the Reader that the Stress of the Sentence lies therein, or that they are written to the Praise, or to the Dispraise of some Person. Besides, it is usual to print all *proper Names* in this Character.

*Of Books.*

*Q. How are Books divided ?*

*A.* Books are usually divided into *Chapters*, *Sections*, *Paragraphs* and *Verses*.

*Q. What are Chapters ?*

*A.* *Chapters* contain the principal Heads, Subjects, or Arguments of a *Book*.

*Q. What are Sections ?*

*A.* *Sections* are the largest Divisions of a *Chapter*, in which the particular Arguments of that *Chapter* are distinctly divided, and treated of separately.

*Q. By what Mark are Sections distinguished ?*

*A.* By this Mark (§)

*Q. What are Paragraphs ?*

*A.* *Paragraphs* are certain large Members or Divisions of a *Chapter*, or *Section* ; containing a perfect Sense of

the

the Subject treated of, and calculated for the Advantage of the Reader; because at the End thereof he may make a larger Pause than usual at the End of a *Period*.

Q. By what Mark are Paragraphs distinguished?

A. By this Mark (¶)

Q. What is a Verse?

A. In *Prose*, it is the shortest Division in a *Chapter*, as is largely exemplified in the *Holy Bible*; but in *Poetical Writings*, it conveys unto us an Idea of a certain Number of *Syllables* artfully compacted in one Line, to gratify the Ear.

## CHAP. II.

### Of PROSODY.

Q. WHAT is Prosody?

A. *Prosody* teacheth the true Pronunciation of *Syllables* and *Words*, according to their proper *Quantities*, and *Tones* or *Accents*.

#### Of the Quantities of WORDS.

Q. What do you mean by the Quantity of a Word?

A. The *Quantity* of a *Word* or *Syllable* is that by which we measure the Time allowed for the Pronunciation thereof.

Q. How is the Quantity of Words divided?

A. It is divided into *short* and *long*.

Q. How is the short Quantity known?

A. By a quick Pronunciation; as, *not*.

Q. How is the long Quantity known?

A. By a slow Pronunciation, or twice the Time of a short Quantity; as, *note*.

#### Of the TONE or ACCENT.

Q. What is an Accent?

A. A *Tone* or *Accent* denoteth the rising or falling of the Voice on a *Syllable*, according to the *Quantity* thereof.

Q. How many Accents are there?

A. There are three *Accents*; the *long*, the *short*, and the *common*.

Q. What is the long Accent?

A. The

*A.* The *long Accent* (˘) or (ˆ) admonisheth us to pronounce the Syllable slowly, as *mind* or *mīnd*.

*Q.* What is the *short Accent*?

*A.* The *short Accent* (˙) admonisheth us to pronounce the Syllable quick; as, *Lōt*.

*Q.* What is the *common Accent*?

*A.* The *common Accent* (ˊ) hath no Regard to the grammatical Quantity of a Syllable; but being placed over a Vowel, denotes the Tone or Stress of the Voice to be upon that Syllable; as, *Plēnty*.

*Note.* These Tones or Accents are seldom noted by English Writers, but only for difference sake; as to distinguish the Substantive Lead from the Verb Lead or Léad; or else to fix the Accent of Words of more than one Syllable, which though spelt alike have different Significations, and the Accent on different Syllables; as in the Substantive Contract, and the Verb Contract; or as in the Substantive Minute, and the Adjective Minute. But the long and the short are much used in Latin Dictionaries and Grammars; as also that which is called common (ˊ) and the (˘) are much in Use among French Writers.

### CHAP. III.

#### Of ANALOGY.

*Q.* WHAT is Analogy?

*A.* Analogy teaches us how to know distinctly all the several Parts of Speech in the *English Tongue*.

*Q.* How many Parts of Speech are there?

*A.* Eight, viz *Noun, Pronoun, Verb, Participle, Adverb, Conjunction, Preposition, Interjection.*

*Q.* How many Kinds of Nouns are there?

*A.* Two; a *Substantive* and an *Adjective*.

#### Of SUBSTANTIVES.

*Q.* What is a Noun Substantive?

*A.* A *Noun Substantive* is the Name of any Being or Thing, perceivable either by the Senses or the Understanding; as, a *Horse*, a *Book*.

*Q.* How



**Q.** *How many Kinds of Noun Substantives are there?*

**A.** Two: *Proper* and *Common*.

**Q.** *What is a Substantive Proper?*

**A.** It is the Name of some peculiar *Person, Creature, Place* or *Thing*; as one Man is called *Thomas*, another *John*: One Horse is called *Jolly*, and another *Whitefoot*: One Ship is called the *Lion*, and another the *Sea-Horse*: One Place is called *London* and another *Boston*.

**Q.** *What is a Substantive Common?*

**A.** It is the Name of every Thing of the same Kind and Denomination; as, a *Man*, a *Dog*, a *Tree*.

**Q.** *How many Things belong to a Noun.*

**A.** There belong to a *Noun* these seven Things, *Number, Case, Gender, Person, Article, Declension* and *Comparison*.

#### Of N U M B E R.

**Q.** *What is Number?*

**A.** It is the Distinction of one from many.

**Q.** *How many Numbers are there?*

**A.** Two: the *Singular* and the *Plural*!

**Q.** *How is the Singular Number known?*

**A.** The *Singular Number* speaketh but of *one*; as, a *Book*.

**Q.** *How is the Plural Number known?*

**A.** The *Plural Number* speaketh of *more than one*; as, *Books*.

**Q.** *Have all Nouns two Numbers?*

**A.** No: *Some Nouns*, such as the proper Names of Places, have no *Plural*; as *London, York, &c.* as also *Lime, Slime, &c.* and some few are used in both Numbers; as, *Sheep, Swine, Deer, &c.*

#### Of C A S E.

**Q.** *How many Cases are there in a Noun?*

**A.** *Nouns* are declined with *Six Cases* Singularly and Plurally.

**Q.** *Which be they?*

**A.** The *Nominative*, the *Genitive*, the *Dative*, the *Accusative*, the *Vocative*, and the *Ablative*.

Of G E N D E R.

Q. *What is Gender.*

A. *Gender is the Difference of Nouns according to their Sex.*

Q. *How many Genders are there ?*

A. *Three ; the Masculine, the Feminine, and Neuter.*

Q. *What Nouns are of the Masculine Gender ?*

A. *All Nouns of the Male Kind ; as, a Father, a Son, a Horse, a Lion.*

Q. *What Nouns are of the Feminine Gender ?*

A. *All Nouns of the Female Kind ; as, a Mother, a Daughter, a Mare, a Lioness.*

Q. *What Nouns are of the Neuter Gender ?*

A. *All Nouns that are neither of the Male or Female Kind ; as, a Stick, or a Stone.*

Q. *Have all Nouns these Distinctions ?*

A. *There are some Nouns common to both Sexes, which are called Epicenes ; as a Sparrow, a Servant, a Cat, a Rabbit.*

Q. *How is the Sex or Gender distinguished here ?*

A. *By the Help of some other distinguishing Words, as, a Cock-Sparrow, a Hen-Sparrow, a Man-Servant, a Maid-Servant, a He-Cat, a She-Cat, a Male-Rabbit, a Female-Rabbit.*

Note, *There are some Words, which tho' they be of the Neuter Gender, are often ( by Custom ) used as if they were of the Masculine or Feminine Gender. For, thus we say of the Sun : His going forth is from the End of the Heaven, and his Circuit unto the Ends of it. Ps. xix. 6. And of the Church we say : She hath nourished her Children, but they have rebelled against her.*

Of P E R S O N.

Q. *How many Persons belong to a Noun ?*

A. *There are three Persons in both Numbers ; the first, who is always he that speaketh ; the second, who is always the Person or Thing spoken to ; the third, who is always the Person or Thing spoken of.*

Q. *Give an Example.*

A. *Singular.*

*A. Singular, 1. I. 2. Thou or You. 3. He, She, It, This, and That. Plural, 1. We. 2. Ye or You. 3. They, These, and Those.*

*Of the ARTICLES.*

*Q. What is an Article?*

*A. An Article is a Word set before a Substantive, for the clearer and more particular expressing of its Case and Signification.*

*Q. How many Articles are there?*

*A. Two: A or An, and The.*

*Q. When is A, or An, used?*

*A. A, or An, is used in a general and unlimited Sense; as, a Man (that is any Man) shall be commended according to his Wisdom. An Organ (that is, any Organ) is the best of all the musical Instruments...*

*Note, A is used before a Consonant; An before a Vowel.*

*Q. When is the Article The used?*

*A. The is used to convey a certain Idea of that Thing or Person spoken of; as, The Man, (or this very Man) who teacheth the Art of true Spelling, has done me much good.*

*Note, Substantives proper have naturally no Article set before them. except when some Word is understood, as, The Thames, that is, the River of Thames; or else when it is used by way of Eminence; as, The God of the Hebrews.*

*Q. Do the Adjectives admit of any Article before them?*

*A. They do; but it is by Virtue of some Substantive expressed or understood: as, a good Servant generally makes a good Master.*

*Of the DECLENSION of a NOUN.*

*Q. What is meant by the Word Declension?*

*A. Declension is the Variation of a Word by Cases.*

*Q. How are Nouns declined or varied by Cases?*

*A. Thus:*

*Singular.*

*Singular.**Nom.* A Book.*Gen.* Of a Book*Dat.* To a Book.*Acc.* The Book.*Voc.* O Book !*Abl.* From a Book.*Plural.**Nom.* Books*Gen.* Of Books.*Dat.* To Books*Acc.* The Books.*Voc.* O Books !*Abl.* From Books.*Singular.**Nom.* A Church.*Gen.* Of a Church.*Dat.* To a Church.*Acc.* The Church.*Voc.* O Church !*Abl.* From a Church.*Plural.**Nom.* Churches.*Gen.* Of Churches.*Dat.* To Churches.*Acc.* The Churches.*Voc.* O Churches.*Abl.* From Churches.

Note, *All Nouns, which make the Plural Number by the Addition of s, or es, to the Singular, are regular; the rest are irregular; as,*

*Singular.**Nom.* A Man.*Gen.* Of a Man.*Dat.* To a Man.*Acc.* The Man.*Voc.* O Man !*Abl.* From a Man.*Plural.**Nom.* Men.*Gen.* Of Men.*Dat.* To Men.*Acc.* The Men.*Voc.* O Men.*Abl.* From Men.

## Of ADJECTIVES.

*Q. What is an Adjective ?*

*A.* It is a Word that expresses the *Quality* or *Manner* of a Thing ; as, *good, bad, great, small.*

*Q. Where is the Adjective to be placed ?*

*A.* Before its *Substantive* ; as, a *good Boy*. Yet sometimes, when there are more Adjectives than one joined together, or one Adjective with other Words depending on it, the Adjective may be set after the *Substantive* ; as, a *General both wise and valiant* ; a *Man skilful in Numbers*.

*Q. What do you observe of two Substantives put together in Composition ?*

*A.* The



*A.* The first takes to itself the Nature of an *Adjective*, and is commonly joined to the following *Substantive* by a *Hyphen*; as, a *Sea-Fish*.

*Q.* How are Substantives and Adjectives declined together? *A.* Thus:

Singular.	Plural.
<i>Nom.</i> A good Boy.	<i>Nom.</i> Good Boys.
<i>Gen.</i> Of a good Boy.	<i>Gen.</i> Of good Boys.
<i>Dat.</i> To a good Boy.	<i>Dat.</i> To good Boys.
<i>Acc.</i> The good Boy.	<i>Acc.</i> The good Boys.
<i>Voc.</i> O good Boy!	<i>Voc.</i> O good Boys!
<i>Abl.</i> From a good Boy.	<i>Abl.</i> From good Boys.

*Of the Comparison of Adjectives.*

*Q.* What is meant by Comparison?

*A.* It is the Variation of a Word by *Degrees*, according to the *Quantity* of its Signification.

*Q.* What Adjectives admit of Comparison?

*A.* All those whose Signification may *increase*, or be *diminished*: None else.

*Q.* How many Degrees of Comparison are there?

*A.* Three: The *Positive*, the *Comparative*, and the *Superlative*.

*Q.* What is the Positive Degree?

*A.* The *Positive Degree* mentioneth the Thing absolutely, without any Increase or Diminution; as, *long*, *short*, *wise*.

*Q.* What is the Comparative Degree?

*A.* The *Comparative* somewhat increaseth or diminisheth its *Positive* in Signification; as, *longer*, or *more long*; *shorter*, or *more short*; *wiser*, or *more wise*.

*Q.* What is the Superlative Degree?

*A.* The *Superlative* increaseth or diminisheth the Signification of its *Positive* to the utmost *Degree*; as, *longest*, or *most long*; *shortest*, or *most short*; *wisest*, or *most wise*.

*Q.* Are all Adjectives, that admit of any Comparison, compared thus?

*A.* No: Some *Adjectives* are *irregular*; as, *good*, *better*, *best*; *bad*, *worse*, *worst*; *much*, *more*, *most*; *little*, *less*, *least*.

## C H A P. IV.

## O f P R O N O U N S.

Q. **W**HAT is a Pronoun ?

A. A Pronoun is a Part of Speech that supplieth the Place of a Noun.

Q. How many Things belong to a Pronoun ?

A. There belong to a Pronoun, Number, Case, Gender, Person and Declension.

Q. How many Kinds of Pronouns are there ?

A. Two : Substantive and Adjective.

Q. Which are the Pronouns Substantive ?

A. These : I, thou or you ; He, She, It ; and their Plurals, we, ye or you ; they.

Q. Which are the Pronouns Adjective ?

A. My, mine, thy, thine, our, ours, your, yours, who, which, what, this, that, same, him-self, her-self, it-self, &c.

Q. What is the Use of these Pronouns Adjective ?

A. By some a Question is ask'd ; as, Who teacheth me ? What new Method is this ? By others we learn the true Possessor of a Thing ; as, This is my Book. By some we call to mind something that is past ; as, This is the Book which [Book] I lent you. By others we demonstrate our Meaning ; as, What I said to John ; the same I say to you : Live well.

Note, Pronouns have no Articles before them, except for Distinction, or by way of Eminence ; as, God is the same Yesterday, to-day, and for-ever.

Q. What Pronouns are of the first Person ?

A. I and We.

Q. What Pronouns are of the second Person ?

A. Thou or you, and ye or you. The rest are of the third.

Q. How is the Pronoun I declined ?

A. Thus : Singular.

Plural.

Nom. I.

Nom. We.

Gen. Of me.

Gen. Of us.

Dat. To me.

Dat. To us.

Acc. Me.

Acc. Us,

Voc. (is wanting)

Voc. (is wanting)

Abl. From me.

Abl. From us.

Q. How

*Q. How is the Pronoun Thou or You declined ?*

*A. Thus :*

*Singular.*

*Nom. Thou or you.*

*Gen. Of thee or of you.*

*Dat. To thee or to you.*

*Acc. Thee or you.*

*Voc. O thou or you !*

*Abl. From thee or from you.*

*Plural.*

*Nom. Ye or you.*

*Gen. Of you.*

*Dat. To you.*

*Acc. Ye or you.*

*Voc. O ye or you !*

*Abl. From you.*

*Q. How are the Pronouns He, She, It, declined ?*

*A. Thus :*

*Singular.*

*Nom. He.*

*Gen. of him*

*Dat. to him*

*Acc. Him*

*Voc. (is wanting)*

*Abl. from him*

*Nom. She*

*Gen. of her*

*Dat. to her*

*Acc. Her*

*Voc. (is wanting)*

*Abl. from her*

*Nom. It*

*Gen. of it*

*Dat. to it*

*Acc. It*

*Voc. (is wanting)*

*Abl. from it.*

*Plural.*

*Nom. They*

*Gen. of them*

*Dat. to them*

*Acc. Them*

*Voc. (is wanting)*

*Abl. from them*

*Note, His, Hers, Its, and Theirs, being Pronouns Possessives, are frequently used for the Genitive Cases of He, She, It, and They.*

## C H A P. V.

## Of a V E R B.

Q. **W**HAT is a Verb?

A. A Verb is a Part of Speech, that betokeneth *Being*; as, *I live*: *Doing*; as, *I love*: Or, *Suffering*; as, *I am loved*.

Q. How many Kinds of Verbs are there?

A. Three: *Active*, *Passive* and *Neuter*.

Q. What is a Verb Active?

A. A Verb *Active* is a Verb that denoteth *Action*; but in such a manner as to admit after it the *Accusative Case* of the Thing it acts upon; as, *I love him*.

Q. What is a Verb Passive?

A. A Verb *Passive* betokeneth *Suffering*; as, *I am loved*.

Q. What is a Verb Neuter?

A. A Verb *Neuter* signifies the *State* or *Being*, and sometimes the *Action* of a Person or Thing; but has no Noun after it, to denote the Subject of Action.

Q. How many different Ways is a Verb Neuter expressed?

A. Two Ways: Sometimes *actively*; as, *I fight*; and sometimes *passively*; as, *I am sick*.

Q. How many Things belong to a Verb?

A. Four: *Mood*, *Tense*, *Number* and *Person*.

## Of the M O O D S.

Q. What is a Mood?

A. It is the Manner by which a Verb shews its Signification.

Q. How many Moods are there?

A. Six: The *Indicative*, the *Imperative*, the *Optative*, the *Potential*, the *Subjunctive*, and the *Infinitive*.

Q. How are these Moods known?

A. 1. The *Indicative Mood* directly declareth a Thing true or false; as, *I do read*; or else asketh a Question; as, *Do I read*.

2. The *Imperative Mood* biddeth or commandeth; as, *Read thou*.

H

3. The



3. The *Optative* Mood wisheth or desireth ; as, *I wish I could read.*

4. The *Potential* Mood sheweth Power, or the want of it ; and is known by these Signs, *may, can might, would, should, could, or ought* : as, *I can work or play, just as I please ; John would play, but his Master will not let him.*

5. The *Subjunctive* Mood is conditional, having always a Conjunction joined to it ; as, *When I can love ; or, If I may read.*

6. The *Infinitive* Mood affirmeth nothing, but signifieth indefinitely ; having neither *Number* nor *Person*, nor *Nominative Case* before it ; and it is commonly known by this Sign *to* before it ; as, *to love.*

Q. *Of what do Moods consist ?*

A. *Of Tenses.*

#### Of the T E N S E S.

Q. *What is a Tense ?*

A. *It is the Distinction of Time.*

Q. *How many Tenses are there ?*

A. Three :  $\left\{ \begin{array}{l} \text{Present,} \\ \text{Past,} \\ \text{To come.} \end{array} \right\}$  viz.  $\left\{ \begin{array}{l} \text{Present Tense,} \\ \text{Preterperfect Tense,} \\ \text{and the Future Tense.} \end{array} \right.$

There is also another Division of *Time*, after this Manner : The *Preterperfect Tense* is subdivided into the *Preterimperfect Tense*, or the Time not perfectly past, and the *Preterpluperfect Tense*, or the Time long past. And to these may be added what the *Greeks* call *Second Future*.

Q. *How is the Present Tense known ?*

A. *It is known by the Signs, do, dost, does, doth, and speaketh of an Action now doing, but not finished ; as, I do read, that is, I have not yet done reading.*

Q. *How is the Preterperfect Tense known ?*

A. *It is known by the Signs, have, hath, hath and had, and speaketh of the Time perfectly past, and of the Action finished, without regard to any Thing else ; as, I have read, or quite done reading.*

Q. *How is the Preterimperfect Tense known ?*

A. B

*A.* By the Signs, *did*, and *didst*, and speaketh of the Time past, but shews that something was then doing, but not finished at that Time which we speak of ; as, *I did read whilst you were at play.*

*Q.* How is the Preterpluperfect Tense known ?

*A.* By the Signs *had* and *hadst*, and speaketh also of the Time past, but shews that something had been done before another Thing that was done and past ; as, *I had read an Hour before I wrote my Exercise.*

*Q.* How is the first Future Tense known ?

*A.* The first Future Tense is known by the Signs *shall* and *will* ; and speaketh of a short Space of Time to come ; as, *I will read presently. Thou shalt write to-morrow.*

*Q.* How is the second Future Tense known ?

*A.* The second Future Tense is known by the Signs, *shall* or *will* hereafter ; and speaketh of a long Space of Time to come ; as, *I shall read hereafter.*

*Of the NUMBER of VERBS.*

*Q.* How many Numbers are there in Verbs ?

*A.* Two : the Singular and the Plural.

*Q.* How do you know the Number of the Verb ?

*A.* By the Number of its Nominative Case.

*Q.* Have all Verbs Numbers ?

*A.* All, but Verbs of the Infinitive Mood, which have no Number ; because they admit of no Nominative Case.

*Of the PERSON of VERBS.*

*Q.* How are Verbs otherwise divided ?

*A.* Into Personals and Impersonals.

*Q.* What is a Verb Personal ?

*A.* Any Verb that will admit the Pronouns, *I, thou, he, she*, or their Plurals, *we, ye, or they* before it.

*Q.* What is a Verb Impersonal ?

*A.* It is an absolute Verb, which hath only one Person ; and therefore can only admit of the Pronoun *It* before it : as, *It raineth : It freezeth : It is hot : It is cold.*

*Q.* How many Kinds of Impersonals are there ?

*A.* Two : Active ; as, *It rains.* Passive ; as, *It is warm.*

## Of the HELPING VERBS.

*Q. What is a helping Verb?*

*A. It is a Verb that is prefix'd to another Verb, to denote or signify the Time, or the Method, or the Manner of the Verb.*

*Q. Which are the helping Verbs?*

*A. Do, dost, does, doth, did, didst, have, hast, has, hath, had, hadst, will, wilt, shall, shalt, may, mayst, can, canst, might, mightest, would, would'st, should, should'st, could, could'st, ought, oughtest, let, am, are, is, was, were, been, and be.*

See the Formation of Verbs, both Personal and Impersonal, through Mood and Tense, in the several Pages following.

*Of the Formation of the Active Verb, To educate.*

*Q. Conjugate the Verb Active Educate, through Mood and Tense.*

## A. INDICATIVE MOOD.

*Present Tense.*

*Sing. I educate, or do educate; thou educatest, or dost educate; or you educate or do educate; he educateth, educates, or doth or does educate. Plur. We educate or do educate; ye or you educate or do educate; they educate or do educate.*

*Preterperfect Tense.*

*Sing. I have educated; thou hast or you have educated; he hath or has educated. Plur. We have educated; ye or you have educated; they have educated.*

*Preterimperfect Tense.*

*Sing. I educated or did educate; thou educatedst or didst educate, or you educated or did educate; he educated or did educate. Plur. We educated or did educate; ye or you educated or did educate; they educated or did educate.*

*Preterpluperfect Tense.*

*Sing. I had educated; thou hadst or you had educated; he had educated. Plur. We had educated; ye or you had educated; they had educated.*

*Firſt*

*First Future Tense.*

*Sing.* I shall or will educate ; thou shalt or wilt, or you shall or will educate ; he shall or will educate.

*Plur.* We shall or will educate ; ye or you shall or will educate ; they shall or will educate.

*Second Future Tense.*

*Sing.* I shall or will educate hereafter ; thou shalt or wilt, or you shall or will educate hereafter ; he shall or will educate hereafter.

*Plur.* We shall or will educate hereafter ; ye or you shall or will educate hereafter ; they shall or will educate hereafter.

## IMPERATIVE MOOD.

*Sing.* Educate thou ; let him educate. *Plur.* Let us educate ; educate ye ; let them educate.

## POTENTIAL MOOD.

*Present Tense.*

*Sing.* I may or can educate ; thou mayst or canst, or you may or can educate ; he may or can educate. *Plur.* We may or can educate ; ye or you may or can educate ; they may or can educate.

*Preterperfect Tense.*

*Sing.* I might or could have educated ; thou mightest or couldst, or you might or could have educated ; he might or could have educated. *Plur.* We might or could have educated ; ye or you might or could have educated ; they might or could have educated.

*Preterimperfect Tense.*

*Sing.* I might or could educate ; thou mightest or couldst, or you might or could educate ; he might or could educate. *Plur.* We might or could educate ; ye or you might or could educate ; they might or could educate.

*Preterpluperfect Tense.*

*Sing.* I might or could have had educated ; thou mightest or couldst, or you might or could have had educated ; he might or could have had educated. *Plur.* We might or could have had educated ; ye or you might or could have had educated ; they might or could have had educated.

*First Future Tense* is wanting.

*Second*



## Second Future Tense.

*Sing.* I may or can educate hereafter ; thou mayest or canst, or you may or can educate hereafter ; he may or can educate hereafter ; *Plur.* We may or can educate hereafter ; ye or you may or can educate hereafter ; they may or can educate hereafter.

The *Optative Mood* is made by prefixing an *Adverb* of *Wishing* to the *Potential Mood* ; as, *O that I might educate, &c.*

The *Subjunctive Mood* is made by prefixing a *Conjunction* to the *Potential Mood* ; as, *If I could educate.*

## INFINITIVE MOOD,

*Present Tense*, to educate.

*Preterperfect Tense*, to have educated.

*Preterimperfect Tense*,

*Preterpluperfect Tense*, and } are wanting.

*First Future Tense*,

*Second Future Tense*, to educate hereafter.

*PARTICIPLE* of the *Present Tense*, Educating.

*Of the Formation of the Verb Passive*, To be educated.

*Q. How is the Verb Passive conjugated ?*

*A.* By the help of the Verb *Am* or *Be*, and their Derivatives.

*Q. Give an Example.*

*A. INDICATIVE MOOD.*

*Present Tense.*

*Sing.* I am educated ; thou art or you are educated ; he is educated. *Plur.* We are educated ; ye or you are educated ; they are educated.

*Preterperfect Tense.*

*Sing.* I have been educated ; thou hast, or you have been educated ; he hath or has been educated. *Plur.* We have been educated ; ye or you have been educated ; they have been educated.

*Preterimperfect Tense.*

*Sing.* I was educated ; thou wast, or you was educated ; he was educated. *Plur.* We were educated ; ye or you were educated ; they were educated.

*Preter-*

*Preterpluperfect Tense.*

*Sing.* I had been educated ; thou hadst, or you had been educated ; he had been educated. *Plur.* We had been educated ; ye or you had been educated ; they had been educated.

*First Future Tense.*

*Sing.* I shall or will be educated ; thou shalt or wilt, or you shall or will be educated ; he shall or will be educated. *Plur.* We shall or will be educated ; ye or you shall or will be educated ; they shall or will be educated.

*Second Future Tense.*

*Sing.* I shall or will be educated hereafter ; thou shalt or wilt, or you shall or will be educated hereafter ; he shall or will be educated hereafter. *Plur.* We shall or will be educated hereafter ; ye or you shall or will be educated hereafter ; they shall or will be educated hereafter.

## IMPERATIVE MOOD.

*Sing.* Be thou educated ; let him be educated.—  
*Plur.* Let us be educated ; be ye educated ; let them be educated.

## POTENTIAL MOOD.

*Present Tense.*

*Sing.* I may or can be educated ; thou mayest or canst, or you may or can be educated ; he may or can be educated. *Plur.* We may or can be educated ; ye or you may or can be educated ; they may or can be educated.

*Preterperfect Tense.*

*Sing.* I might or could have been educated ; thou mightest or couldst, or you might or could have been educated ; he might or could have been educated. *Plur.* We might or could have been educated ; ye or you might or could have been educated ; they might or could have been educated.

*Preterimperfect Tense.*

*Sing.* I might or could be educated ; thou mightest or couldst, or you might or could be educated ; he might or could be educated. *Plur.* We might or could be educated ; ye or you might or could be educated ; they might or could be educated.

*Preter-*

*Preterpluperfect Tense.*

*Sing.* I might or could have had been educated ; thou mightest or couldst, *or* you might or could have had been educated ; he might or could have had been educated. *Plur.* We might or could have had been educated ; ye *or* you might or could have had been educated ; they might or could have had been educated.

*First Future Tense* is wanting.

*Second Future Tense.*

*Sing.* I may or can be educated hereafter ; thou mayest or canst, *or* you may or can be educated hereafter ; he may or can be educated hereafter. *Plur.* We may or can be educated hereafter ; ye *or* you may or can be educated hereafter ; they may or can be educated hereafter.

The *Optative Mood* is made by prefixing an *Adverb* of wishing to the *Potential Mood* ; as, *O that I can be educated ! or, O that I could be educated ! &c.*

The *Subjunctive Mood* is made by prefixing a *Conjunction* to the *Potential Mood* ; as, *If I could be educated, &c.*

## INFINITIVE MOOD.

*Present Tense*, To be educated.

*Preterperfect Tense*, To have been educated.

*Preterimperfect Tense*,

*Preterpluperfect Tense*, and } are wanting.

*First Future Tense*,

*Second Future Tense*, To be educated hereafter.

PARTICIPLE of the *Preter Tense*, Educated.

Q. *How are Verbs Neuter formed ?*

A. Some like *Verbs active*, and some like *Verbs passive*.

Q. *How are Verbs Impersonal formed ?*

A. *Impersonals* are formed throughout all *Moods* and *Tenses* in the Third Person singular only.

Q. *Give an Example of the Formation of the Verb Impersonal active, It rains.*

A. INDICATIVE MOOD.

*Present Tense*, It rains, or doth, or does rain ; or, it raineth.

*Preter-*

*Preterperfect Tense*, It hath rained.

*Preterimperfect Tense*, It rained, or did rain.

*Preterpluperfect Tense*, It had rained.

*First Future Tense*, It shall or will rain.

*Second Future Tense*, It shall or will rain hereafter.

**IMPERATIVE MOOD.** Let it rain.

**POTENTIAL MOOD.**

*Present Tense*, It may or can rain.

*Preterperfect Tense*, It might, or could have rained.

*Preterimperfect Tense*, It might, or could rain.

*Preterpluperfect Tense*, It might, or could have had rained.

*First Future Tense* is wanting.

*Second Future Tense*, It may, or can rain hereafter.

The *Optative Mood* is made by prefixing an *Adverb* of *Wishing* to the *Potential Mood*; as, *O that it might rain*, &c.

The *Subjunctive Mood* is made by prefixing a *Conjunction* to the *Potential Mood*; as, *If it might rain*, &c.

The **INFINITIVE MOOD** is wanting.

**Q.** Give an Example of the Formation of the Verb Impersonal passive, *It is reported*.

**A.** **INDICATIVE MOOD.**

*Present Tense*, It is reported.

*Preterperfect Tense*, It hath, or has been reported.

*Preterimperfect Tense*, It was reported.

*Preterpluperfect Tense*, It had been reported.

*First Future Tense*, It shall or will be reported.

*Second Future Tense*, It shall or will be reported hereafter.

**IMPERATIVE MOOD.** Let it be reported.

**POTENTIAL MOOD.**

*Present Tense*, It may or can be reported.

*Preterperfect Tense*, It might, or could have been reported.

*Preterimperfect Tense*, It might, or could be reported.

*Preterpluperfect Tense*, It might or could have had been reported.

*First*



*First Future Tense* is wanting.

*Second Future Tense*, It may or can be reported hereafter.

The *Optative Mood* is made by prefixing an *Adverb* of *Wishing* to the *Potential Mood*; as, *O that it might be reported.*

The *Subjunctive Mood* is made by prefixing a *Conjunction*, to the *Potential Mood*; as, *If it might be reported.*

The *INFINITIVE MOOD* is wanting.

## CH A P. VI.

### Of the PARTICIPLE.

Q. **W**HAT is a Participle?

A. A *Participle* is a Part of Speech derived of a *Verb*, and signifies *Being, Doing, or Suffering*; and also implies *Time*, as a *Verb* does; but is otherwise like a *Noun Adjective*.

Q. How many Participles are there?

A. Two; the *active Participle*, that ends in *ing*; as, *loving*; and the *passive Participle*, that ends in *d, t, or n*, as, *loved, taught, slain.*

## CH A P. VII.

### Of an ADVERB.

Q. **W**HAT is an Adverb?

A. An *Adverb* is a Part of Speech commonly set before a *Verb*, either to declare and fix the Meaning thereof, or to give some Force and Distinction thereto; as, *there is Sorrow, where there is Pain.*

Q. Which are Adverbs?

A. These following most commonly occur: *Already, always, as, asunder, by and by, by or hard by, downward, elsewhere, enough, ever, far or far off, hence, henceforth, here, hereafter, heretofore, hither, how, how great, how many, how much, I, if I might, indeed, I wish, nay, never, no, not, now, no where, often, oftentimes, O, Oh, O that, peradventure, perhaps, rather, seldom, so, than, then, thence,*

*thence, there, thither, to-day, to-morrow, very, upward, when, whence, where, whither, yea, yes, yester-day, yesternight* Also all such *Adverbs* in *ly*, as are derived from *Adjectives*; as, *justly, wisely, truly, prudently, bravely, &c.* and all *Ordinals*; as, *once, twice, thrice, fourtimes, fiftetimes, &c.*

*Q. Are not some Adverbs compared?*

*A. Yes; especially Adverbs in ly; as, wisely, more wisely, very wisely.*

## C H A P. VIII.

### *Of a CONJUNCTION.*

*Q. WHAT is a Conjunction?*

*A. A Conjunction is a Part of Speech that joins Words and Sentences together; shews the Reason of a Thing, or lays the Subject under a Condition.*

*Q. How many Sorts of Conjunctions are there?*

*A. Many: But the chief are Copulatives, Disjunctives, Causals, and Conditionals.*

*Q. What is the Use of the Conjunction Copulative?*

*A. It joins both the Word and the Sense of a Sentence; as, I study, and Peter plays.*

*Q. What is the Use of a Disjunctive?*

*A. It joins Words, but disjoins the Sense; as, I, or Peter shall be punished.*

*Q. What is the Use of a Causal?*

*A. It shews the Cause or Reason of a Thing; as, I do study, that I may be learned.*

*Q. What is the Use of the Conditional?*

*A. It renders the Speech doubtful; as, If the Sky falls, we shall catch Larks.*

*Q. Give me a List of the principal Conjunctions.*

*A. Also, although, and, as, because, but, either, except, for, howsoever, if, likewise, moreover, namely, neither, nevertheless, nor, or, otherwise, save, since, that, therefore, thereupon, unless, whereas, wherefore, whether, whither.*

## Of a PREPOSITION.

Q. WHAT is a Preposition ?

A. A *Preposition* is a Part of Speech regularly set before a Word of another Part of Speech, either separated from it or joined to it, to signify its *Rest*, *Alteration*, and *Manner of Motion*.

Q. Give an Example ?

A. *Alexander* travelled into Persia ; here *into* is the Preposition separated from the Noun. But in this, the Conclusion will shew the Matter, the Preposition *Con* is joined to *clusion*.

Q. By what Name do you call the Preposition that stands separate ?

A. It is called *Apposition*.

Q. How call you that Preposition, which is joined to a Noun ?

A. It is called *Composition*.

Q. Which are the Prepositions set separate, or by Apposition ?

A. They are these which follow ; *above, about, after, against, among or amongst, at, before, behind, before or in presence of, beneath, below, between, betwixt, beyond, on this side, by or through, beside, for, from, in, into, on, or upon, over, off, out or out of, to or unto, towards, under, up to, with, within, without.*

Q. Which are the Prepositions joined or set in Composition ?

A. These that follow ; which are proper to the *English Tongue* only.

1. *A*, which is used for *on* or *in* ; as, *a-foot*, for *on foot* ; *a-bed*, for *in bed* ; though it is sometimes redundant ; as, in *abide*, for *bide* ; *awake*, for *wake*.

2. *Be*, which is used for *about* ; as, in *besprinkle*, i. e. to sprinkle *about* : For *by* or *nigh* ; as, *beside*, i. e. *by* or *nigh the side* : For *in* ; as, *betimes*, i. e. *in time* ; or *early* : For *before* ; as, to *bespeak*, i. e. to *speak for*, &c.

3. *Counter*, which signifies *Opposition* or *Contrariety* ; as, *Counterbalance, Countersearp, Counterfeit*.

4. *For*,

4. *For*, which signifies *Negation*, or *Privation*; as, to forbid, to forsake.

5. *Fore*, which signifies *before*; as, to foresee, to foretell.

6. *Mis*, which denotes *Defect* or *Error*; as, *Misdeed*, *Mistake*.

7. *Over*, which signifies *Eminence* or *Superiority*; as, to overcome, to oversee. It denotes also *Excess*; as, overhasty.

8. *Out*, which signifies *Excess*, *Excellency*, or *Superiority*; as, to out-do, to out-run.

9. *Un*, which denotes *Negation* and *Contrariety*; as, unpleasant, unworthy: Also *Dissolution*; as, to unsay, to undo.

10. *Up*, which denotes *Motion upwards*, or *Places* and *Things* that lie upwards; as, upland, upside, &c.

11. *Sur*, which signifies *on*, *over* and *upon*, derived from the Latin *super*; as, *Surface*.

12. *With*, which signifies *against*, or *Opposition*; as to withstand, i. e. to stand against. Sometimes it signifies *from* or *back*; as, to withhold, to withdraw.

Q. Which are the Prepositions in Composition borrowed from the Latin?

A. 1. *A* and *ab*, whose natural Signification is *from*, *of*, and *out of*; but compounded with an *English Word*, serves either to denote *Excess*; as, *about*, *afore*, *abhor*, *abuse*, *abroad*; or else to signify *Separation*; as, to abstain, to abolish.

2. *Ad*, which signifies *to*, or *at*; as, *Advocate*, *Advent*, *Adverb*.

3. *Ante*, which signifies *before*; as, *Antecedent*, to antedate.

4. *Circum*, which signifies *about*; as, *Circumlocution*, *Circumvallation*.

5. *Co*, *Col*, *Com*, and *Con*, for *Cum*, signify *with* or *together*; as, *Copartner*, *Colloquy*, *Commerce*, *Convocation*.

6. *Contra*, which signifies *against*, and denotes *Opposition* or *Contrariety*; as, to contradict.

De,



7. *De*, which signifies a Kind of Motion from ; as, *decant, detract, deduce*, and is so properly used to extend the Sense of a Word ; as, to *demonstrate* to *deplore*.

8. *Di*, which serves to extend, stretch out, or lessen the Sense of the Word it is compounded with ; as, to *direct*, to *diminish*, to *dilate*.

9. *Dis*, which signifies Separation, Difference, or Diversity, giving a Signification contrary to the primitive Usage of the Word it is compounded with ; as, to *disagree*, to *discharge*.

10. *E*, or *Ex*, which signifies out, out of, or off ; as, *Event*, i. e. the falling out ; to *eject*, i. e. to cast out ; to *exclude* i. e. to shut out.

11. *Extra*, which signifies beyond, over and above ; as, *extravagant, extraordinary*.

12. *In* or *Im*, which generally denotes the Position or Disposition, or an Action whereby one Thing is as it were, put into another ; as, to *import*, to *impale*, to *inclose* : Or the Impression whereby the Thing receives such and such a Form ; as, to *inchant*, to *incline*. It likewise denotes Want or Imperfection ; as, *implore*, *importune*, *impoverish*, *impair*, *impotent*, &c. Greatness, or Largeness ; as, *immense*, *immensity* ; Likeness, as, *imitate*, *imitation* : Unchangeableness ; as, *immutable* : Purity ; as, *immaculate*, i. e. *unspotted* : Hindrance ; as, *impede*, i. e. *stop* ; Force ; as, to *impel*, i. e. to drive forward : Accusation ; as, to *impeach* : Pride ; as, *impetuous* : Violence ; as, *impetuous* : Confinement ; as, *imure*, i. e. to shut up between two Walls. It is also used at the Beginning of Words, to denote Privation, or not ; and gives us a contrary Sense to the Word it is compounded with ; as, *Indecent*, *Inhuman*, *Injustice*, *Imprudent*, *Imperfect*, *Impenitent*.

Note, In Words derived from the French, instead of in, we commonly use en, as, to *enrage*, to *encourage* ; but then it never denotes Privation or not.

13. *Inter*, which signifies between ; as, to *intervene*, to *interrupt* : But in *inderdict*, it signifies as much as for

in *forbid*. Sometimes we use *enter*, in Words derived from the French.

14. *Intro*, which signifies *within* ; as, to *introduce*.

15. *Ob*, which signifies *against* ; as, *Obstacle*, to *oppose*.

16. *Per*, which signifies *through* ; and denotes a certain Degree of Excellence or Excess ; as, *perfectly*, *perforate*, *persecute*.

17. *Post*, which signifies *after* ; as, *Postscript*.

18. *Pre*, which signifies *before* ; as, *premeditate*, to *pre-engage*, *Preface*.

19. *Pro*, which signifies *for* or *forth* ; but it has also a great many other Senses ; as, to *profess*, *protect*, *pronounce*, *prorogue*.

20. *Preter*, which signifies *against* ; as, *preternatural*.

21. *Re*, which generally implies a repeated Action ; as, to *repeat*, *rechange*. Sometimes it denotes *Opposition* ; as, to *repulse*. Sometimes it denotes only the enlarging of the Sense of the single Verb ; as, *Repose*, *Repast* : Sometimes it signifies the changing one *Thing* or *State* into another ; as, *Reduce*, *Reduction* ; Sometimes it denotes *Contrariety* ; as, *Reverse* : Sometimes *Honour* and *Esteem* ; as, *Regard*, *Respect* : And sometimes *Dislike* and *Disesteem* ; as, *Reproach*, *Reject*, *Rejection*.

22. *Retro*, which signifies *backward* ; as, *Retropect*, *Retrograde Motion*.

23. *Se*, which signifies *without*, or *by itself* ; as, *secure*, *separate*, *seclude*.

24. *Sub*, which signifies *under* ; as, to *subscribe*.

25. *Subter*, which signifies *under* ; as, *Subterfuge*, i. e. a *Refuge under*.

26. *Super*, which signifies *upon*, *over*, or *above* ; as, *Superscription*, *superfluous*.

27. *Trans*, which signifies *over*, or *beyond*, as, to *transport*, to *transgress* : Sometimes it signifies the moving from one Place to another ; as, to *transplant*, to *transpose* : Sometimes it denotes the changing of one Thing into another ; as, *transform*, *Transubstantiation*.

Q. Which

**Q.** Which are the Prepositions in Composition derived from the Greek ?

**A.** 1. *A*, which signifies Privation or not ; as, *Anonymus*, *Anarchy*.

2. *Amphi*, which signifies on both sides, and about ; as, *Amphibious*, *Amphitheatre*, *Amphitology*.

3. *Anta* and *Anti*, which signify, against ; as, *Antagonist*, *Antichrist*.

4. *Hyper*, which signifies over and above ; as, *Hyperbole*.

5. *Hypo*, which signifies under ; as, *Hypocrisy*.

6. *Meta*, which signifies beyond ; or else denotes the changing of one Thing into another ; as, *Metaphor*, *Metamorphosis*.

7. *Peri*, which signifies about ; as, *periodical*, *periphery*.

8. *Syn*, which signifies with or together ; as, *Synod*, *Syntax*.

## C H A P. X.

### Of an I N T E R J E C T I O N.

**Q.** WHAT is an Interjection ?

**A.** An *Interjection* is a Part of Speech, which denoteth a sudden Passion of the Mind, without the Help of any other Words : And therefore *Interjections* are as various as the sudden Passions of the Mind themselves ; as, *Oh brave Boys ! Here is News for you !*

**Q.** Which are the Interjections ?

**A.** These following are some of them : *Ah ! alack ! alas ! away ! fie ! foh ! good ! good lack ! good Sir ! ha, ha, he ! ha ! heigh ! hem ! hoi ! ho ! how now ! hush ! now ! O ! Oh ! O brave ! O strange ! O ho ! pish ! shub ! Sirrah ! soho ! So ! tush ! well done ! well said ! whoo ! wo !*

## C H A P.

## C H A P. XI.

*Of the Derivation of Words.*

Q. **W**HAT is the Derivation of Words?

A. It shews how every Word may be formed in its proper Case, Mood, Tense and Quality.

Q. How is the Genitive Case Singular formed without the Preposition of prefixed?

A. By putting *'s* to the Substantive of the Possessor, as, *The Master's Eye*, i. e. *The Eye of the Master makes the Horse fat*.

Note. 1. That the Possessor, or the Thing possessed, with this Termination *'s* may be accounted either a Substantive of the Genitive Case Singular, or an Adjective Possessive; as, *My Master's Son*, where *Master's* is an Adjective Possessive, which may be properly rendered otherwise, by the Genitive Case, *The Son of my Master*.

2. It must nevertheless be carefully observed that the single *s* added to the end of a Word, which before ended in *e*, does not make such a Word a Genitive Case, or an Adjective Possessive; neither does it add any Syllable to the Word; for the *e* to which it is added, is cast away in the Pronunciation, and the *s* only adds to the Number of that Word, and is sounded together with the last Consonant thereof; as in the Words *Share*, *Shares*; *Trade*, *Trades*; *Spade*, *Spades*, &c. except where the Words end in *ge*; as *Cage*, *Cages*; or *se*; as, *Case*, *Cases*; or *ce*; as, *Lace*, *Laces*.

Q. How are Verbs derived from other Parts of Speech?

A. Many Substantives, and sometimes Adjectives, and sometimes the other Parts of Speech, become Verbs, by prefixing the Sign *to* before them, or by adding the Termination *en* to the Adjective; as, from a *House* comes *to house*; from *warm* to *warm*; from *hard* to *harden*.

Q. Do not Substantives come sometimes from Verbs?

A. Yes; almost every Verb has some Substantive coming from it; for by the Addition of *e* to the Ending of the Present Tense, comes a Substantive, signifying the



*Agent or Doer*, which is therefore called a *Verbal Noun*; as, from *to hear*, comes a *Hearer*; from *to carry*, a *Carrier*.

Note, *Some Substantives are formed from Verbs by the Addition of or to the Ending of the Present Tense*; as, from *to govern*, comes a *Governor*; from *to solicit*, a *Solicitor*; from *to visit*, a *Visitor*; from *to possess*, a *Possessor*; from *to sail*, a *Sailor*; from *to vend*, or *sell*, a *Vendor*; also from *to contribute*, comes a *Contributor*; and from *to survive*, a *Survivor*; dropping the *e*.

Q. *Are not Adjectives sometimes formed from Substantives?*

A. Yes: 1. By adding the Termination *y*, are formed *Adjectives* of plenty, and abounding; as, from *Health* comes *healthy*; from *Wealth*, *wealthy*.

2 By adding the Termination *en*, are formed *Adjectives*, that signify the *Matter* out of which any *Thing* is made; as, from *Ash*, comes *ashen*; from *Birch*, *birchen*; from *Oak*, *oaken*, &c. as, an *oaken Stick*; a *birchen Broom*.

3. By adding the Termination *ful*, are formed *Adjectives* denoting *Fulness*; as, from *Joy*, comes *joyful*; from *Youth*, *youthful*; from *Sin*, *sinful*; also, from *to abash*, *bashful*, &c.

4. By adding the Termination *some*, are formed *Adjectives*, denoting much the same: as, from *Trouble* comes *troublesome*; from *Game*, *gamesome*, &c. though sometimes the *e* is left out.

5. By adding the Termination *less*, are formed *Adjectives*, signifying *Want*; as, from *Worth* comes *worthless*; from *Help*, *helpless*; from *Tooth*, *toothless*.

Note, *The same Thing is also signified by un, in or im, prefixed to Adjectives*; as, *unpleasant*, *indecent*, *improper*, &c.

6. By adding the Termination *ly*, are formed *Adjectives*, which denote *Likeness*; as, from *Man* comes *manly*; from *Good*, *goodly*; also from *fit* comes *fitly*; from *certain*, *certainly*, &c.

7. By

7. By adding the Termination *ish*, are formed Adjectives, denoting the same Thing : as, from *Wolf*, comes *wolfish* ; from *Child*, *childish* ; *Sheep*, *sheepish*, &c. Also, from *Book*, comes *bookish* ; and from *Tickle*, comes *ticklish*.

Note 1. From Adjectives by adding the same Termination, are formed Adjectives diminutive, as, from *Green* comes *greenish* ; from *Soft*, *softish* ; from *Hard*, *hardish*, &c.

2. There are also some national Names which end in *ish* ; as, *English*, *Spanish*, *Danish*, &c. and in *ic* ; as, *Britannic*, *Germanic*, *Italic*.

Q. By what other Means are Words derived from their Primitives ?

A. By adding *-ship*, *-dom*, *-rick*, *-wick*, *-ness*, *-head*, *-hood*.

1. Words ending in *-ship*, denote Office, Employment, or Condition ; as, *Stewardship*, *Fellowship*, *Lordship*, &c.

2. Words ending in *-dom*, signify Office, or Charge, with Power and Dominion, or without them ; as, *Pope-dom*, *Kingdom*. Also,

They signify the State, Condition, Quality, Propriety, and Place, in which a Person exercises his Power ; as, *Freedom*, *Thralldom*, *Whoredom*, *Wisdom*, *Dukedom*, &c.

3. Words ending in *-rick*, and *-wick*, denote Office, and Dominion ; as, *Bishoprick*, *Bailiwick*.

Note, *-ment*, and *-age*, are purely French Terminations, and have the same Meaning with us as with them, and scarce ever occur but in Words derived from that Language ; as, *Commandment*, *Usage*.

4. Substantives ending in *-ness*, signify the Essence of the Thing, and are formed from Adjectives ; as, from *white* comes *Whiteness* ; from *hard*, *Hardness*, &c.

Note, These are called Abstract Nouns.

5. Nouns that end in *-head*, and *-hood*, denote the State, Condition, and Quality of a Thing or Person ; as, *God-head*, *Manhood*, *Widowhood*, *Brotherhood*, *Livelihood*, &c.

Note, There are also Substantives (derived from Adjectives and Verbs) which are made by adding the ending *th*, with some small Change ; as, from *long*

*comes Length ; strong, Strength ; warm, Warmth ; Moon, Month, &c. Also from to die comes Death ; from to grow, Growth, &c.*

*Of Substantives Diminutive.*

*Q. What is a Substantive Diminutive ?*

*A. It is another Method of Derivation, by which a Noun is formed, to lessen the Sense of its Primitive Word ; as, from Lamb comes Lambkin ; which is a little Lamb.*

## CHAP. XII.

### Of the SYNTAX.

*Q. WHAT is Syntax ?*

*A. It is the disposing of Words in their right Case, Gender, Number, Person, Mood, Tense, and Place, in a Sentence.*

*Q. Give an Example ?*

*A. Good Boys are not beaten : Here the Words are placed according to Syntax ; whereas, should I say Beaten are not Boys good, it would be unintelligible, because here is no Syntax in this Sentence.*

*Q. How many Kinds of Sentences are there ?*

*A. Two : Simple and Compound.*

*Q. What is a Simple Sentence ?*

*A. It is that wherein there is but one Verb and one Nominative Word of the Subject, either express'd, or understood ; as, The Boy reads.*

*Q. What is a Compound Sentence ?*

*A. It is two Simple Sentences joined together by a Conjunction or by a Relative ; as, who, which, that ; or by a Comparative Word ; as, so, as, such, so many, at many, more than ; as, I am diligent and you are negligent. He is a naughty Boy, who deserves Correction.*

*Q. What do you mean by a Nominative Word ?*

*A. The Word that goes before the Verb, and answers to the Question who or what ; as, Boys play, Where it may be ask'd, Who do play ? Answer. Boys.*

*Q. Does*

Q. Does the Nominative Case or Word always go before the Verb?

A. Yes: except when a Question is ask'd, and then the Nominative Case follows the Verb, or more commonly the Sign of the Verb: as, Did John go to London? Do I neglect my Business?

Q. What is the Construction of the Verb with the Nominative Word?

A. The Verb must be of the same Number and Person with the Nominative Word: as, I stand; thou standest; he standeth: Not I standest; thou standeth; he stand.

Q. Is the Nominative Case to the Verb always a Substantive?

A. No: Sometimes the Infinitive Mood stands for the Nominative Word; as, To lie is shameful: And sometimes a whole Clause foregoing; as, To rise betimes in the Morning is the most wholesome Thing in the World.

Q. If two or more Substantives Singular come together, how must the Verb be put?

A. In the Plural Number: as, Peter and John fight.

Q. What Number is the Verb put in, when it follows a Noun of Multitude?

A. It may be put in the Plural when Circumstances absolutely determine the Case to be more than one; but is most commonly of the Singular Number; as, The Multitude is very noisy. The Heap is removed.

Q. Of what Case must those Nouns be, which follow Verbs, and are governed by them?

A. Sometime the Genitive; as, Take pity of me: Sometimes the Dative; as, I gave a Book to the Master: And sometimes the Accusative; as, I love my Master.

Q. What is the Construction of the Vocative?

A. The Vocative is no Part of the Sentence, but only the Person to whom the Sentence is address'd, and is always of the Second Person Singular or Plural; as, John, where have you been, that you have staid so long?

Q. Of what is the Ablative Case governed?

A. The



*A. The Ablative is always governed by some Preposition expressed or understood ; such as, in, with, through, for, from, by, and than ; as, He took it from me. He went with you.*

### CHAP. XIII.

#### Of TRANSPOSITION.

**Q. WHAT** is Transposition ?

*A. It is the placing Words out of their natural Order, to render the Sound of them more agreeable to the Ear.*

#### EXAMPLE.

*It cannot be avoided, but that Scandals will arise, and Differences will grow in the Church of God, so long as there is Wickedness on Earth, or Malice in Hell.*

#### TRANSPPOSED.

*It cannot be avoided so long as there is Wickedness on Earth, or Malice in Hell, but that Scandals will arise and Differences will grow in the Church of God.*

**NOTE,** Where the natural Order of the Words is smooth and grateful to the Ear, they ought not to be transposed, unless in Poetry, and there only when the Necessity of the Verse requires it.

### CHAP. XIV.

#### Of the ELLIPSIS.

**Q. WHAT** is an Ellipsis ?

*A. The leaving out of Words in a Sentence.*

**Q. Upon what Account may Words be left out ?**

*A. 1. When a Word has been mentioned just before, and may be supposed to be kept in Mind. Therefore, in a Relative Sentence, the Antecedent, or foregoing Word, is seldom repeated ; as, I bought the Books which [Books] I read.*

*2. When any Word is to be immediately mentioned, if it can be well understood, it ought to be left out*

in

in the former Part ; as, *Drink ye red [Wine] or white Wine ?*

3. When the Thought is expressed by some other Means ; as, pointing to a Man, you need not say, *who is that Man ?* But, *who is that ?*

4. Those Words, which, upon the mentioning of others, must needs be supposed to be meant, may be left out ; as, *When you come to St. Paul's [Church] then turn to the left [Hand.]*

5. *Thing* and *Act*, are frequently left out when they may be understood ; as, *It is hard [i. e. a hard Thing] to travel through the Snow. It is easy [i. e. and easy Thing or Act] to do so.*

6. The Conjunction *that*, is often left out in a Compound Sentence ; as, *I desire [that] you would write for me.*

7. The Relatives *that, which, what, whom*, may be left out ; as, *There goes the Man [that or whom] I beat Yesterday. Is this the Man ye spoke of ? i. e. of whom ye spoke.*

8. Sometimes a whole Sentence is left out ; as, *It is our Duty to pay a Respect and Deference as to all those that are virtuous and courageous ; so [it is our Duty to pay a Respect and Deference] to all those also who bear any Office or Command in the State.*

## CHAP. XV.

### Of ABBREVIATIONS.

<b>A.</b> or Answ. <i>Answer</i>	<b>A. M.</b> Artium Magister,
<b>A. B.</b> Artium Baccalaureus, <i>Bachelor of Arts</i>	<i>Master of Arts ; Ante Meridiem, before Noon ; and Anno Mundi, in the Year of the World</i>
<b>Abp.</b> <i>Archbishop</i>	<b>Amst.</b> <i>Amsterdam</i>
<b>Abr.</b> <i>Abraham</i>	<b>Anab.</b> <i>Anabaptist</i>
<b>Acc<sup>t</sup></b> <i>Account</i>	<b>Anth.</b> <i>Anthony</i>
<b>A. D.</b> Anno Domini, <i>in the Year of our Lord.</i>	<b>Ap.</b> <i>Apostle, Apr. April</i>
<b>Adml.</b> <i>Admiral</i>	<b>Ass.</b> <i>Assigns</i>
<b>Adms.</b> <i>Administrators</i>	

*Ass.*

Ast. Pr. Col. <i>Astronomy-</i>	d. denarius, a Penny
Professor of a College	dd. delivered
Atto. Attorney	Dec. or 10ber. December
B. A. Bachelor of Arts	Dep. Deputy
Bart. Baronet	Devon. Devonshire
Barth. Bartholemew	Deut. Deuteronomy
B.D. Baccalaureus Divi-	Do. Ditto, the same
nitatis, Bachelor of Di-	Dukm. Dukedom
vinity	Earld. Earldom
Benj. Benjamin	Edm. Edmund
Bp. Bishop	Edw. Edward
B. V. Blessed Virgin	E. g. Exempli gratia, as
Buck. Buckinghamshire	for Example
C. Cent. Centum, an	Eliz. Elizabeth
Hundred	Eng. English, England
Cant. Canticles, Canterbury	Ep. Epistle
Capt. Captain	Eph. Ephesians
Cat. Catechism	Esa. Esaias
Chap. Chapter	Ex. Example
Chron. Chronicles	Exc. Exchange
Cit. Citizen, City, Citadel	Exr. Executor
Cler. Clericus Clergyman	Exon. Exeter
Clem. Clement	Feb. February
Co. or Comp. Company	Fr. French, Fra. France,
Col. Colonel, Colossians	Francis and Frances
Com. Commissioner	F. R. S. Frater Regalis
Corn. Cornelius	Societatis, Fellow of the
C. P. S. Custos Privati	Royal Society
Sigilli, Keeper of the	Gal. Galatians
Privy Seal	Gen. Genesis
C. S. Custos Sigilli	Gen <sup>l</sup> . General
Keeper of the Seal	Genmo. Generalissima
Cr. Creditor, Cur. Curate	Gent. Gentleman
D. in Number 500	Geo. George
Dr. Doctor, Debtor	Gosp. Gospel
Dan. Daniel	Greg. Gregory
D. D. Doctor Divinitatis,	Hants. Hampshire
Doctor of Divinity	Heb. Hebrews

Hen.

Hen. <i>Henry</i>	Morn. <i>Morning</i>
Hier. Hieronymus, <i>Ferom</i>	m. manipulus, <i>a Handful</i>
Honble <i>Honourable</i>	M. A. Magister Artium
Hond <i>Honoured</i>	<i>Master of Arts</i>
Hon <sup>rs</sup> <i>Honours</i>	Mad. <i>Madam</i>
Holl <sup>d</sup> <i>Holland</i>	M. B. Medicinæ Baccalau-
Ibid. ibidem, <i>in the same</i>	<i>reus, Bachelor of Physic</i>
<i>Place</i>	Mr. <i>Majesty</i>
Hump. <i>Humphrey</i>	Marm. <i>Marmaduke</i>
Hund. <i>Hundred</i>	Mart. <i>Martin, Martyr</i>
I. in Number, <i>1. One</i>	Mat. <i>Matthew</i>
Id. Idem, <i>the same</i>	Math. <i>Mathematics</i>
i. e. id est, <i>that is</i>	Messrs. <i>Gentlemen</i>
J. H. S. Jesus Hominum	Midex. <i>Midalesex</i>
Salvator, <i>Jesus Saviour</i>	M. D. Medicinæ Doctor,
<i>of Men</i>	<i>Doctor of Physic</i>
Isa. <i>Isaiab, Ja<sup>t</sup> James</i>	Mich. <i>Michael, Michaelmas</i>
Jac. <i>Jacob, Jn<sup>o</sup>. John</i>	Min. <i>Minister</i>
J. D. Jurium Doctor,	M. S. Memorizæ sacrum
<i>Doctor of Laws</i>	<i>Sacred to the Memory</i>
Jer. <i>Jeremy, Ferom</i>	Mr. <i>Master</i>
Jos. <i>Joseph. Josh. Joshua</i>	Mr. <i>Mistress</i>
Kdm. <i>Kingdom</i>	MS. <i>Manuscript</i>
Kt. <i>Knight</i>	MSS. <i>Manuscripts</i>
L. in Number <i>50. Fifty</i>	Nat. <i>Nathaniel</i>
Ld. <i>Lord</i>	N. B. Nota bene, <i>Mark well</i>
l. liber, <i>Book, and libræ</i>	Nic. <i>Nicodemus, Nicholas</i>
<i>Pounds</i>	n. l. non liquet, <i>it appears</i>
Lam. <i>Lamentations</i>	N. S. <i>New Stile</i> [not]
L. D. <i>Lady-Day</i>	Nov. or 9ber, <i>November</i>
Lev. <i>Leviticus</i>	Num. <i>Number</i>
Lieut. <i>Lieutenant</i>	Ob. <i>Objection</i>
LL. D. Legis Legum Doc-	Oct. or 8ber, <i>October</i>
tor, <i>Doctor of Laws</i>	O. S. <i>Old Stile</i>
L. S. Locus Sigilli, <i>the</i>	Oxon. <i>Oxford</i>
<i>Place of the Seal</i>	Par. <i>Parish</i>
Lond. <i>London</i>	Parl. <i>Parliament</i>
Ldp. <i>Lordship</i>	Pent. <i>Pentecost</i>



Per Cent. Per Centum, by the Hundred	S. South, and Solidus, a shilling
Pet. Peter, Phil. Philip	Sr. Sir, St. Saint
Philom. Philomathes, a Lover of Learning; or, Philomathematicus, a Lover of the Mathematics	Sept. or 7ber. September
P. M. Post Meridiem, Afternoon	Serj. Serjeant
Pr. M. Professor of Music	Serv <sup>t</sup> Servant
Pr. Th. Col. Professor of Divinity at College	Sol. Solution
P.S. Postscript	S. S. Sacra Scriptura, the Holy Scripture
Pf. Psalm	S.S.T.P. Sacro Sanctæ Theologiæ Professor, Professor of Divinity
Q. Question, Queen	Tho <sup>s</sup> Thomas
q.d. quasi dicat, as if he should say	Theff. Theſſalonians
q. l. quantum libet, as much as you please	V. Vide, See, Verſe, Five
q. ſ. quantum ſufficit, a ſufficient Quantity	V.D. M. Verbi Dei Mi- niſter, a Miniſter of the Word of God
Reg <sup>r</sup> Register	Ult. Ultimo, the laſt
Regm <sup>t</sup> Regiment	Viz. videlicet, that is to ſay
R. P. Respublica, the Commonwealth	Will. or Wm. William
Rel. Religion, Relation	Wp. Worship
Rev. Revelation, Reverend	Wpſul. Worſhipful
Rt. Wpſul. Right Wor- ſhipful	Xn. Chriſtian
Rt. Hon <sup>ble</sup> Right Honour-	Xpher. Chriſtopher
Salop. Shropſhire (able	y <sup>e</sup> the, y <sup>n</sup> then
	y <sup>m</sup> them, y <sup>r</sup> your
	y <sup>s</sup> this, y <sup>t</sup> that
	y <sup>n</sup> you, or thou
	&. et. and
	&c. et cætera, and ſo forth.

*Note, Theſe Contractions ought to be avoided as much as poſſible, unleſs it be for one's own private Uſe, and where it would be ridiculous to write them at length; as, Mr. for Maſter, Mrs. for Miſtreſs, &c. It argues likewise a Diſreſpect and Slighting, to uſe Contractions to our Betters, and is often puzzling to others.*

## P A R T IV.

## SENTENCES in PROSE.

1. **A** Desire to excel others in virtue is very commendable; and a delight in obtaining praise deserves encouragement, because it discovers an excellent mind: But he is wicked, who employs his thoughts only to out-doing of the worst in villainy. Such a contention is diabolical.

2. A wise man values pleasure at a very little rate, because it is the bane of the mind, and the cause of all misery: But he values no possession more than virtue, because it is the fountain of all public and private happiness.

3. Boast not of thy health and strength too much; only whilst thou enjoyest them, give praise to him that bestoweth all good things upon all men: Use them well, lest he deprive thee of them. God doth give good things to thee, return him not evil.

4. By the fall of *Adam*, from that glorious and happy state, wherein he was created, the divine image on his mind is quite changed and altered; and he who was created but a little inferior to the angels above, is now made but little superior to the angels below.

5. Children are such as their institution: Infancy is led altogether by imitation; it hath neither words nor actions but what are infused by others: If it have good or ill language, it is borrowed; and the shame or thanks are only due to them that lent them.

6. Do not the work of God negligently; and let not your heart be upon the world, when your hand is lifted up in prayer: For that time, you may be confident, is gained, which is prudently and zealously spent in God's service.

7. Divine

7. Divine Providence disposes all things most wisely, not only in what concerns the world in general but every one of us in particular: So that in what condition soever he puts us, we may assure ourselves that it is best for us, since he chuses it who cannot err.

8. Ever since the transgression of our first parents, the purity of human nature hath been miserably stain'd; its faculties have been miserably depraved; and its affections very liable to be deluded, influenced, and overcome by the world.

9. Enquire not into the secrets of God, but be content to learn your duty according to the quality of your person or employment. God's commandments were proclaimed to all the world; but his counsels are to himself, and his secret ones, when they are admitted within the veil.

10. He that only pleases himself does himself no kindness, because he displeases God his Creator, who commands us to be kind and good to all men, and do to others those things which we are willing should be done to ourselves.

11. It is a commendable thing for a boy to apply his mind to the study of good letters; they will be always useful to him; they will procure him the favour and love of good men, which those that are wise value more than riches and pleasure.

12. Let us never measure our godliness by the number of sermons which we hear, but by the fruit we bring forth; without which all our hearing will but serve to bring us into that portion of stripes, which belong to him that *knows his Master's will and does it not*.

13. Obedience comprehends the whole duty of a man, both towards God, his neighbour, and himself; we should therefore let it be engraven on our hearts, that we may be useful in the state or commonwealth.

14. Pride is a very remarkable sin, and often meets with very extraordinary judgments, even in this life; but will certainly be punished in the next: For if God spared not the Angels for this sin, but cast them into hell, let no man hope to speed better.

15. Repentance,

15. Repentance, though it be not to be rested in as any satisfaction for sin, or any cause of the pardon thereof, which is the act of God's free grace in Christ: yet it is of such necessity to all sinners, that none may expect pardon without it.

16. Trade is so noble a master, that it is willing to entertain all mankind in its service, and hath such variety of employments adapted to every capacity, that all, but the lazy, may support, at least if not enrich themselves.

17. Time is one of the most precious talents in the world, which the author of it has committed to our management: So precious that he gives it to us by drops; nor ever affords two moments at once; but always takes away one, when he lets us have another.

18. Vain glory destroys all the fruits of a good action. He that prays or gives alms to be seen of men, must take that as his reward; nor must he expect any other from Heaven, but the portion of those hypocrites, that love the praise of men, more than the praise of God.

19. Young minds being the fullest of ignorance, want instruction most; are fittest to receive it, as being freest from prejudice, and worldly cares; and are apt to retain it best, being void of such corruptions as would otherwise expel it.

20. Lazy folks take the most pains. Some people are so careless that they will run all hazards, rather than help themselves at the expence of a little trouble; and it generally happens, that they are the greatest sufferers in the conclusion.

21. Happy is he who allows himself time and leisure to make his peace with God, and sign a truce with Heaven; but more to be admir'd is he, who is obliged to live in the midst of temptations, and yet can be in love with religion to the last moment of his life.

22. Our life is a warfare, and this world a place of masteries, wherein the greatest garlands are allotted to them who sustain the greatest labours; for by the smart of our stripes is augmented the glory of our reward.



## SENTENCES in VERSE.

*Life is short and miserable,*

AH! Few and full of sorrow are the days  
 Of miserable Man: His life decays  
 Like that frail flow'r, which with the Sun's uprise,  
 Her bud unfolds, and with the ev'ning dies;  
 He, like an empty shadow, glides away,  
 And all his life is but a winter's day.

*Of a Future State certain.*

Brave Youth the path of virtue still should tread,  
 And not by error's devious track be led;  
 Till free from filth, and spotless in their mind,  
 Till pure their life, and of th' ethereal kind;  
 For this we must believe, whene'er we die,  
 We sink to hell, or else to heaven fly.

*Heavenly Love.*

Christ's arms do still stand open to receive  
 All weary prodigals, that sin do leave;  
 For them he left his Father's blest abode,  
 Made son of man to make men sons of God:  
 To cure their wounds, he life's elixir bled,  
 And dy'd a death, to raise them from the dead.

*On Dying.*

Death at a distance we but slightly fear,  
 He brings his terrors as he draws more near;  
 Through poverty, pain, slav'ry, we drudge on,  
 The worst of beings better please than none;  
 No price too dear to purchase life and breath,  
 The heaviest burthen's easier borne than death.

*On the Resurrection.*

From ev'ry corner of th' extended earth,  
 The scatter'd dust is call'd to second birth;  
 The sever'd body now unites again,  
 And kindred atoms rally into men;  
 The various joints resume their ancient seats,  
 And ev'ry limb it's former task repeats.

*On Youth.*

Fragrant the rose is, but it fades in time;  
 The violet sweet, but quickly past the prime :  
 White lillies hang their heads, and soon decay ;  
 And whiter snow in minutes melt away :  
 Such and so with'ring are our early joys,  
 Which time, or sickness, speedily destroys.

*On Mortality.*

From stately palaces we must remove,  
 The narrow lodging of a grave to prove ;  
 Leave the fair train, and the light gilded room,  
 To lie alone benighted in the tomb.  
 God only is immortal : man not so :  
 Life to be paid upon demand we owe.

*On Heaven.*

Heaven is our guard, and innocence it's care,  
 Nor need the just the worst of dangers fear ;  
 It pities the defenceless poor man's grief,  
 And sends him, when he calls, help and relief ;  
 Its arm the surest succour; and the best,  
 Delivers and revenges the distress'd.

*On Lying.*

On all occasions to declare the truth,  
 Is most praise-worthy in a virtuous Youth ;  
 A fault extenuated by a lye,  
 Is doubled in reality thereby ;  
 And he that to this vice becomes a slave,  
 In fire and brimstone shall his portion have.

*Live to Die.*

You whose fond wishes do to heaven aspire,  
 Who make those blest abodes your sole desire ;  
 If you are wise and hope that bliss to gain,  
 Use well your time, use not an hour in vain :  
 Let not the morrow your vain thoughts employ,  
 But think this day the last you shall enjoy.

*On Death.*

When we have once resign'd our sinful breath,  
 (For we can die but once) then after death,  
 Th' immortal soul immediately goes  
 To endless joys, or everlasting woes.

*Nothing is so true*

## SELECT FABLES.

## FABLE I. Of the Boy that stole Apples.



**A**N old Man found a rude Boy upon one of his Trees stealing Apples, and desired him to come down; but the young Sauce-box told him plainly he would not. Won't you! says the old Man, then I will fetch you down; so he pulled up some Turfs of Grass and threw at him: but this only made the Youngster laugh, to think the old Man should pretend to beat him out of the Tree with Grass only.

Well, well, says the old Man, if neither Words nor Grass will do, I will try what Virtue there is in Stones: So the old Man pelted him heartily with Stones, which soon made the young Chap hasten down from the Tree, and beg the old Man's Pardon.

## M O R A L.

*If good Words and gentle Means will not reclaim the Wicked, they must be dealt with in a more severe Manner.*

## FABLE

FABLE II. *Of the Lion and Mouse.*

**T**HERE was a Lion that once was very kind to a Mouse, and saved his Life from the Claws of a Cat. Some Time after this, the Lion was caught in a Net, in such a Manner, that he lay there struggling till he was half dead. The Mouse coming by at that Time, was very sorry to find the Lion in such a Condition, and resolved to use all the Means he could to release him.

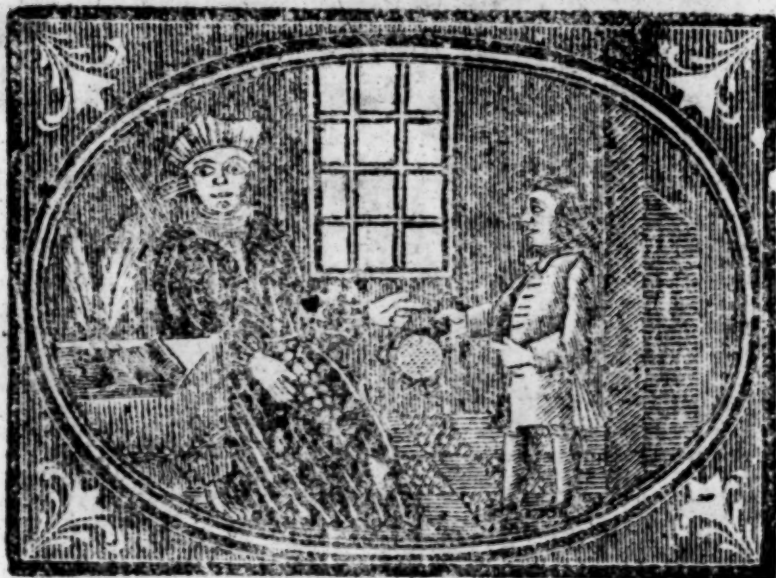
The Lion seeing the Mouse so busy, thanked him for his good Will, but told him it was impossible for such a little Creature as a Mouse to release him out of so strong a Net. Be easy, says the Mouse, what Strength cannot do Art and Resolution often effect; you saved my Life, and Gratitude obliges me to return the Favour if I can.

The Mouse, therefore, though not capable of breaking the Net, yet he set about to gnaw it asunder in several Places, which after great Pains, he compleated, and set the Lion free.

## M O R A L.

*Since no one knows what may befall him, nor who may be the Means of serving him, it is our highest Wisdom to behave kind and civil to all Mankind.*



F A B L E III. *Of the Priest and the Jester.*

**A** Merry jesting Fellow, being half drunk, went to the House of a certain Priest, and asked him to give him a Guinea. Give you a Guinea ! says the Priest. Why, surely, the Fellow is mad, to think I should give away my Money in such a Manner ! Then, said the Jester, please to give me a Crown, Sir. Not I, indeed, says the Priest, pray be gone. So I will, says the Fellow, if you give me a Shilling. I will give you no Shilling neither, said the Priest. Why then said the Jester, pray give me one Farthing only. I will give you nothing at all, replied the Priest, so begone, I say.

Pray, Reverend Father, be not so angry, says the Jester, for though I asked you for Money, it was only to try you : for it is your Blessing I want, and hope you will not deny it me. That I will give thee, my Son, said the Priest, with all my Heart. — Come, kneel down and receive it with Humility.

I thank you, Reverend Father, says the arch Wag, but upon second Thoughts, I will not have thy cheap Blessing ; for I find that if it were worth but one single Farthing you would not bestow it upon me.

M O R A L.

## M O R A L.

*Some Men are willing to part with That, which is good for Nothing; but cannot be prevailed upon to do a free and generous Action to help the Needy or instruct the Ignorant.*

F A B L E IV. *Of the Town in Danger of a Siege.*

**T**HERE was a Town in Danger of being besieged; and it was consulted which was the best Way to fortify and strengthen it; and many were the different Opinions of the Town Folks concerning it.

A grave skilful Mason said, there was nothing so strong nor so good as *Stone*. A Carpenter said, that *Stone* might do pretty well; but in his Opinion, good strong *Oak* was much better. A Currier being present said, Gentlemen, you may do as you please; but if you have a mind to have the Town well fortified and secure, take my Word, there is nothing like *Leather*.

## M O R A L.

*'Tis too common for Men to consult their own private Ends, tho' a whole Nation suffers by it. Their own Profit and selfish Views are all they aim at, notwithstanding they often undo themselves by betraying and undoing others.*

## Some natural and entertaining STORIES.

STORY I. *Of the Boys that went into the Water, instead of being at School or at Home.*

## LESSON I.

**T**HERE were several Boys that used to go into the Water instead of being at School, and they sometimes staid so long after School Time, that they used to frighten their Parents very much; and though they were told of it time after time, yet they would frequently go to wash themselves. One Day four of them, *Smith, Brown, Jones* and *Robinson*, took it into their Heads to play Truant, and go into the Water. They had not been long in before *Smith* was drowned: *Brown's* Father followed him, and lashed him heartily while naked; and *Jones* and *Robinson* ran Home half dressed, which plainly told where they had been. However, they were both sent to Bed without any Supper, and told very plainly, that they should be well corrected at School next Day.

## LESSON

## LESSON II.

By this time the News of *Smith's* being drowned, had reached the Master's Ear, and he came to know the Truth of it, and found *Smith's* Father and Mother in Tears for the Loss of him, to whom he gave very good Advice, took his friendly Leave, and went to see what was become of *Brown, Jones* and *Robinson*, who all hung down their Heads upon seeing their Master; but more so when their Parents desired that he would correct them the next Day; which he promised he would: Though says he (by the by) it is rather your Duty to do it than mine; for I cannot answer for Things done out of the School.

Do you therefore take care to keep your Children in Order at Home, and depend on it, says the Master, I will do my Duty, and keep them in Awe of me at School: But however, says he, as they have all been naughty disobedient Boys, and might indeed have lost their Lives, I will certainly chastize them.

## LESSON III.

*How Brown, Jones and Robinson were served.*

Next Day, *Brown, Jones* and *Robinson* were sent to School, and in a short Time were called up to their Master; and he first began with *Brown*.——Pray, young Gentleman, says he, what is the Reason you go into the Water without the Consent of your Parents, and even when you should be at School? I won't do so any more, says *Brown*.——That is nothing at all, says the Master, I cannot trust you. Pray can you swim?—No, Sir, says *Brown*.—Not swim, do you say! Why you might have been drowned as well as *Smith*.—Take him up, says the Master.——So he was taken up and well whipt.

Well, says he to *Jones*, can you swim?—A little, Sir, said he.—A little! (says the Master) why you were in more Danger than *Brown*, and might have been drowned, had you ventured much farther.——Take him up, says he.

Now



Now *Robinson* could swim very well, and thought as *Brown* and *Jones* were whipt because they could not swim, that he should escape — Well, *Robinson*, says the Master, can you swim? — Yes, Sir, says he, (very boldly) any where over the River. You can swim, you say? Yes, Sir — Then, pray Sir, says his Master, if you can swim so well, what Business had you in the Water when you should have been at School? You don't want to learn to swim, you say. It is plain then you go in for Idleness sake. — Take him up — take him up, says he; so they were all severely corrected for their Disobedience and Folly.

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*The Master's Advice to his Scholars.*

**I**F well thou art, rise soon each Day;  
 First praise thy God, then to him pray:  
 Then wash thy Hands and Face both fair,  
 And brush thy Clothes, and comb thy Hair;  
 Then come to School thus clean and neat,  
 And as you come, if you should meet  
 Some Boys at play, don't waste your Time  
 As they do, for it is a Crime;  
 But leave them, and come strait to School:  
 When there, sit still, be not a Fool,  
 To talk and play but mind your Task,  
 Which if too hard, for Help oft ask:  
 So you shall with much Ease soon spell,  
 Next read, then write both swift and well.  
 And thus by Steps mount up in Skill  
 In Words, and in the Use of Quill;  
 But if you do not act your Part,  
 'Twill be too much for Skill or Art  
 To make you learn, and full as vain,  
 As if you sought for Plumbs in Rain.  
 Then pray be wise and spend each Day  
 To learn your Book, and not to Play.

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STORY

**STORY II.** *Life truly painted, in the natural History of TOMMY and HARRY: divided into three Parts, by which Youth may see the Way of Life in general, and arm themselves against the common Temptations of it, and the Effects of bad Company.*



### PART I.

[“ Having been both an Eye and Ear-witness of several Circumstances of Life, nearly parallel to the following fictitious Narrative, I have added this to the original Copy; and it has been read by several eminent Clergymen, private Gentlemen, and School-Masters, who have very much approved of the same, as a proper and suitable Tale by Way of Caution and Admonition for Parents as well as Children. And if but one Son or Daughter, or Apprentice, should reap Benefit hereby, so as to regulate their Lives, and behave in such a Manner as may conduce to their own Happiness, the Comfort of their Parents and Friends, and the Good of Society, I shall be very thankful, and think myself amply satisfied for my Trouble.”]

### LESSON I.

**T**HERE was a Gentleman in the West of England, who married a very virtuous Lady, but having no Children for several Years, they were very discontent, and foolishly upbraided each other, not duly considering that what God either gives to, or withholds from us, is always best in the End. Some

Some Years after this, they had a Son, and the Year following another ; the Name of the Elder was *Henry*, and the other was named *Thomas* ; whom they loved even to Excess ; for whatever *Harry* and *Tommy*'s Fancies stood to they had it ; and as their Parents never contradicted them themselves (for fear they should cry) so neither would they allow any one to check them on any Account, for they loved them even to a Fault, and allowed them their Will and their Way in every Thing.

## \* LESSON II.

### *Of the Characters of Tommy and Harry.*

*Harry* indeed was a sullen perverse Boy from his Cradle, and having always had his Will (as was said before) he would go to School, or stay at Home, just as he pleased, or else he would cry and sob at a great Rate . and for fear this should make poor *Harry* sick and out of Order, the fond Parents consented to let him do as his own Fancy directed ; so that he at last minds nothing but Play, hates his Book, and always cries when he is desired to read, or go to School.

In short, *Harry* is now seven Years of Age, and can scarce read a Verse in the Bible, or a Sentence in any common Book ; and now his over-fond Parents begin to see their own Folly, and are afraid to tell each other what they think concerning him.

As for *Tommy*, he was quite of another Temper ; for tho' he would now and then cry, and be naughty, yet he minded what his Parents said to him ; he loved his Book and his School, and behav'd so good natur'd, pleasant, and mannerly, that all his Friends took Notice of him ; the Neighbours

\* Though this TALE is divided into LESSONS, in order to make it more useful, easy and agreeable to Children, yet it may be read from the Beginning to the End, as one continued STORY.

Neighbours loved him, and every Body praised him, because he was a sober, good-natur'd Child, and very dutiful and obliging.

## LESSON III.

*Of Tommy and Harry's Behavior.*

*Harry*, indeed, minds nothing but idling and playing about the Streets with any Sort of Boys, and it is now very difficult to get him to School, nor can his Parents prevail upon him by any Means to mind his Learning; and therefore it is agreed to put them both to some good Boarding School; and accordingly their Father provided a Master, one that bore an extraordinary Character for his Ability, Care, and Sobriety; which appeared so by the Improvement that *Tommy* made under him, in the several Branches of Learning, to the Satisfaction of his Parents.

As for *Harry*, though he behaved pretty well for some Time, yet he soon shewed his fullen, perverse Temper, and made very little Improvement in his Learning; for he went on in his old Way, and play'd only with rude, wicked Boys, like himself; which in a short Time learned him to swear and lie (and some say to steal) and he was very often angry, and would quarrel with his Brother *Tommy*, because he would not play with them; but *Tommy* told him plainly, he would never play at all, rather than play with such wicked, swearing Boys; for, says he, they will be your Ruin, Brother *Harry*, and you know it grieves poor Pappa and Mamma. *I don't care for that*, says naughty *Harry*.—O fie! fie! Brother *Harry*, says *Tommy*, how often have you been told, that *Don't care* has brought many a one to an ill End. *I don't care for that neither*, says the little Churl: And thus he went on (as you shall soon hear) 'till *Don't care* was his Ruin at last.



PART II. *A further Account of the Life of TOMMY and HARRY.*

## LESSON I.

**T**OMMY and HARRY being now grown up, they are taken from School; and it begins to be high Time to think how they may live in the World without their Parents.

*Tommy*, indeed, is a very fine Boy. he always counted Learning a fine Thing, and he still takes Delight in it, and pursues it; but *Harry* continues much the same; for he is near fourteen Years of Age, and is no other than a wicked Boy, and a great over-grown Dunce.

He hates his Brother *Tommy*, because he loves his Book, and is spoken well of; but *Tommy* pities him, and gives him always good Advice, but to no Purpose, for he is bent upon being bad, and bad it seems he will be; nor can his Father, Mother, or Friends make him better at present. In short, *Tommy* now is the Joy and Comfort of his Parents, but *Harry* grieves them so much that they know not as yet how to proceed with him: nor is there now but one Way left, by which they have any Hopes to serve him, and make them all happy.

This

The Gentleman had a Brother (a reputable Tradesman) in London, and it was proposed to put *Harry* to his Uncle. The Uncle agrees to the Proposal; *Harry* also seems well pleased at it; and now his Parents promise themselves great Comfort in their own and his future Happiness.

## L E S S O N II.

*Of HARRY's Behavior at his Uncle's.*

About a Year after *Harry* was at London, *Tommy* went to see him, and behaved so well the Time he was there, that a Merchant that used to visit his Uncle, took a great Fancy to him, and barely for his Learning and good Behaviour took him Apprentice.

*Harry* went on pretty well for two Years; he would indeed now and then shew his sullen and perverse Temper, but his Uncle and Aunt winked at his Follies, hid his Faults and forgave him, for the Sake of his worthy Parents.

Now comes the Trial for *Tommy* and *Harry*: Their Mother is taken very ill, and is confined to her Bed; she often speaks of *Tommy* and *Harry*, but seems to have *Harry* most at Heart, for fear he should not do well.

Not long after this, a Letter came to acquaint them of the Death of their Mother; and now *Harry's* Uncle talks to him again very sedately and tenderly.

You see, *Harry*, says he, that you have lost your best Friend; but notwithstanding, if you behave soberly, mind your Business, keep good Company, and good Hours, I will take Care of you, will be a good Friend to you, and make you a Man in the World.

## L E S S O N III.

*Of HARRY's Behavior after his Mother's Death.*

*Harry*, upon the News of his Mother's Death seemed very much concerned (for he knew that she was a tender Mother) and promised very fairly to mend his Way of Life, and be sober: But that which took a greater Effect upon *Harry*, was the pretty Way that his Brother

*Tommy*

Tommy addressed him in. He talked so mild and so manly to his Brother *Harry*, and gave him such good Advice, that he got the good Will of his Uncle and Aunt, and surprized all that heard him.

*Harry* after this went on pretty well for some Months, and then gets in his old Way again. He has now quite forgot the Death of his Mother; and in short, has taken up with such idle wicked Companions, that are bent only upon Mischief, and are never sorry but when they do good: They give him bad Advice, and tell him when his Father is dead he will have a good Fortune; and, say they, I would not be checked by my Uncle, nor all the Uncles in the World. I will not, says the wicked, unguarded Fool, for as soon as my Father dies, I'll go away. — That's right, say they, you are a Fool if you don't. — I will, I will, says he.

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PART III. *Of the happy Life of TOMMY, and the wretched End of HARRY.*



LESSON

## LESSON I.

*The Folly of receiving bad Advice.*

**H**ARRY, by the bad Counsel of others, still goes on in Wickedness, to such a Height, that his Uncle is obliged to send Word to his Father, that he cannot possibly keep him much longer. The Death of their Mother, and the bad Course of *Harry's* Life took such an Effect upon the poor old Gentleman, that he soon after fell ill, and died.

He left *Tommy* indeed the chief Part of his Fortune ; and though *Harry* did not deserve a Shilling, yet so tender was he, that he left him Five Hundred Pounds, hoping still, that through the Care of his Uncle and his own future Conduct, he might be happy.

*Harry*, being now of Age, and having received his Fortune, he, instead of minding his Uncle and Brother, continues to follow bad Company ; and now having Money, he is persuaded (and foolishly persuades himself) that he can live better from his Uncle than with him ; therefore is resolved that his Uncle's and Brother's Advice shall never do him Good, for he never comes near them.

In short, *Harry's* Delight is only in his old wicked Acquaintance ; and he has, besides these, some new Rakes, that wish him Joy in his Fortune, and is Fool enough to treat them, because they rail at his Uncle and Brother, and tell him his Father was an old Scoundrel for leaving him no more ; all which the Fool hears with a Smile, swears it is true, and tells these Vultures, that they are the best Friends he has in the World, notwithstanding he has already spent the greatest Part of his Fortune upon them.

## LESSON II.

*Of bad Habits.*

Here we may plainly see, what a sad Thing it is for Youth to bend their Minds so much to Pleasure and Pastime.

*Harry*



*Harry* cannot now go to a Play or Concert, and when it is over return Home soberly as he used to do. No, no, he must after that go to the Tavern, or to some private wicked Place or other, with a Set of wicked Companions.

In short, he is now become a perfect Owl, for you seldom see him in the Day-Time; and when you do, he blinks like an Owl: Nor can you find him of a Night, but by Chance; but this you may be sure of, that he is at some House of ill Fame; for Drinking, Swearing, Lying, Gaming, and setting up all Night, &c. are now his common Practices.

Now, while foolish wicked *Harry* is thus wasting his Time, spending his Money, and destroying his Reputation, *Tommy* is improving his Fortune, and his Mind; for his Time being now out, his Master loves him so well that he not only takes him into Partnership, but in a short Time recommends him to a virtuous Wife, with whom he had a very handsome Fortune, besides a Thousand Pounds which his Master gave him; and, we hear, that his Master since that has left all the Trade to him; so that he is now become a great Man.

### LESSON III.

#### *Of Brotherly Love.*

One thing must not be omitted, as a great Mark of the brotherly Love of *Tommy*; and that is, that although he is now so prosperous, and his Brother *Harry* so debased by his Folly, yet, as he found *Harry* would not come near him, he resolved (if possible) to find him out, and talk to him once more concerning his unhappy Life; for who knows, says he, but the Respect I shew to my Brother may be taken so kind, that it may be one great Step to reform him? *Tommy* therefore taking a Friend with him, for fear of Danger, after a long Hunt, found him at one of his old Houses.

*Tommy,*

*Tommy*, at first Sight, did not know *Harry*, he looked so sottish, and so shabby ; nor did *Harry* immediately know his Brother *Tommy*, because his Dress, Carriage and Deportment were such, as *Harry* and his Companions had for a long Time been Strangers to.

However, they soon knew each other by the Tone of Voice ; and indeed *Harry* had so much good Manners left, as to tell *Tommy*, that he took it very kind he should pay such a Regard to him : A Respect, says he, (before his Companions) that I am not worthy of.

Now one would think by such an Expression as this, that *Harry* was really sensible of his Faults ; and, in short, his Brother was surprized to hear such a Sentence from him, and thought with himself, that he should now certainly succeed in being a Means to save him from the very Brink of Ruin.

Indeed the Place being quite improper for good Advice, much less to talk over Family Affairs ; therefore, after *Tommy* had submitted to be agreeable to such base Company for an hour or two, he persuaded his Brother *Harry* to go to a Tavern to spend an Hour with him and his Friend, to which *Harry* consented.

#### LESSON IV.

##### *Tommy and Harry's Conversation.*

*Tommy* being now in a proper Place, begins to talk to *Harry* very seriously ; but yet so tender, and so mild, that he never once upbraided him, only desired him for God's sake, and the Credit of his Family, to change his Way of Life ; for, says he, the Company you keep, will certainly be your Ruin. *I don't care for that*, says the hardened Wretch.

O Brother *Harry*, says *Tommy*, I have now no Hopes of you ! Yet, as God has prospered me, it is my Duty to serve you as a Brother ; I will therefore make you an Offer before this Gentleman, which, if you accept of, must certainly be for your Good : but if you refuse it, I fear you will repent it, when too late.

The

The Thing is this : If you can but be so much Master of yourself, as to abandon such Company as we have now found you with, and will behave in a sober Manner, you shall live with me : I will learn you my Business, and you shall partake of the Profits of it ; in short, you shall want for nothing.

Here was Love indeed ! Who could have thought *Harry* so mad, and so stupid, as not to accept so kind an Offer ? Or who could expect but that he would have embraced his Brother with Tears of Love and Gratitude ? Instead of this, he rose up in a great Passion, and swore like a *Hector*, bent his Fist at his Brother, and told him that he kept better Company than he did every Day of his Life, and that he never would live such a humdrum Life as he lived ; then flew to the Door, never took Leave of the Gentleman, nor his Brother, but ran to his Companions, and told all that had passed ; who clapt their Hands, and received him with Shouts of Applause, call'd for a fresh Bottle, and spent the main Part of the Night in drinking and carousing.

## LESSON V.

### *Of HARRY's Downfall.*

Thus *Harry* goes on till he has not only spent all his Money, but has also lost all his Credit, Reputation, and Friends, and having been so long used to such a lavishing, profligate Way of Life, Money he still must have, to support his Extravagance and Folly ; and yet so great is the Pride of his Heart, that rather than submit to his Brother *Tommy's* kind Invitation to live with him and be happy, he now takes up with unlawful Methods, and associates with none but Gamblers, Shoplifters, and Street-Robbers ; and one Night, having been with some of the Rakes and Bloods of the Town, they committed a Murder and a Robbery ; but being closely pursued, *Harry*, with four more of the Gang, were taken and carried before a Magistrate, who ordered them to Gaol.

*Harry,*

*Harry*, however, with two others, made their Escape, and went over Sea in Triumph, and would often laugh at the Misfortune of those two that were left behind, and thought themselves now very secure ; but even thither divine Vengeance followed them ; for a Storm arose and drove the Ship against a Rock on the Coast of *Barbary*, and it being very dark, many of the Crew perished, besides *Harry's* two unhappy Companions.

## LESSON VI.

*Of HARRY's late Repentance and Death.*

*Harry* indeed was by the Violence of the Waves, cast upon the Shore ; but in the Morning he was presented with a shocking Scene. — A raging Sea on one Side, and a wild desolate Place on the other ; and having not the least Hopes of ever escaping, we may easily guess how he talks to himself. O, says he, that I had been more obedient to my Parents, and more grateful to my Friends ! — O that I could now make all wicked Youth sensible of my Sorrow, and their own Folly ! How would I press upon them to avoid all Manner of ill Company, to hearken to the Instructions of their Friends, and to pursue the Paths of Virtue. — Wicked Wretch that I am ! God be merciful to me a Sinner.

Thus he went on, often thinking upon his old Words, *don't care*, but too late ; for after roving about and bemoaning his unhappy Fate, until he was almost starved to Death, he at last (we hear) became a Prey to wild Beasts, which God suffered to tear him to Pieces, as a just Reward of his Disobedience and mispent Life.

Thus, you see, that as *Harry* followed nothing but Vice, he lived a wretched Life, and died a miserable Death ; but *Tommy* was always a Pattern of Virtue and Goodness, and still lives happy.



## The APPLICATION.

Learn then betimes, O Youth, to know thy Duty to God, your Parents, and Mankind in general, and take care not only to know, but to do it : And let the Example of *Harry and Tommy* be always so before you, that you may escape the just Judgment of the one, and enjoy equal Peace and Prosperity with the other.

I shall conclude this Story with the Advice King *David* (a little before his Death) gave to his Son *Solomon* which, if you follow, you cannot fail to be happy.

"And thou *Solomon*, my Son, know thou the God of thy Father, and serve him with a perfect Heart, and with a willing Mind ; for the Lord searcheth all Hearts, and understandeth all the Imaginations of the Thoughts : If thou seek him he will be found of thee ; but if thou forsake him, he will cast thee off forever." 1 Chron. Chap. xxviii. Ver. 9.



## Nathaniel PART V.

## Particular FORMS of PRAYERS.

Public PRAYERS for the Use of Schools.

*In the Morning.*

**A**Lmighty GOD, the Fountain of all Wisdom, we humbly beseech Thee to pour into our Hearts, as into their proper Channels, pure Waters of Learning And because Thou hast made no Man for himself only but all of us for the mutual Help of each other, grant that we may so diligently apply ourselves to our Studies that increasing every Day in Piety and good Literature we may at length be not only useful to ourselves but ornamental also, to the State we live in, and the true Christian Church. More especially, we pray Thee to give us all Grace to grow wise unto the eternal Salvation of our immortal Souls ; and this we beg for Jesus Christ his sake : In whose holy Name and Word we further pray unto Thee, saying,

OUR

**O**UR Father, which art in Heaven: Hallowed be thy Name. Thy Kingdom come. Thy Will be done on Earth, as it is in Heaven. Give us this Day our daily Bread. And forgive us our Trespases, as we forgive them that trespass against us. And lead us not into Temptation; but deliver us from Evil: For thine is the Kingdom, the Power and the Glory, for ever and ever. *Amen.*

*The Grace of our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all, evermore, Amen.*

*In the Evening.*

**O** Almighty God, and most merciful Father, we humbly pray Thee to forgive all the Errors and Transgressions which Thou hast beheld in us the Day past; and help us to express our unfeigned Sorrow for what has been amiss, by our Care to amend it. What we know not do thou teach us: Instruct us in our Duty, both towards Thee and towards Men: And give us Grace always to do those Things, which are good and well pleasing in thy Sight. Whatsoever good Instructions have been here given this Day, grant that they may be carefully remembered and daily followed; and whatsoever good Desires Thou hast put into our Hearts, grant that by the Assistance of thy Grace they may be brought to good Effect; that thy Name may have the Honour, and ourselves may have Comfort at the Day of account, through Jesus Christ our Saviour: In whose holy Name and Words we further pray unto Thee, saying, *Our Father, &c.*

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### Private PRAYERS.

*A Prayer for Wisdom and Knowledge, to be said by a Child going to School, or at any other Time.*

**O** Almighty Lord, and merciful Father, Make of Heaven and Earth, who of thy free Liberality givest Wisdom abundantly to all, who with Faith and full Assurance ask it of Thee! Beautify by the Light of thy Heavenly Grace the Towardness of my Wit;  
the

the which, with all the Powers of Nature Thou hast poured into me, that I may not only understand those Things which may effectually bring me to the Knowledge of Thee, and of the Lord Jesus our Saviour; but also with my whole Heart and Will constantly follow the same, and receive daily Increase, through thy bountiful Goodness towards me, as well in good Life, as Doctrine.: So that Thou, who workest all Things in all Creatures, mayest make thy gracious Benefits shine in me, to the endless Glory and Honour of thine immortal Majesty, *Amen.*

*A Morning Prayer for a Child.*

**O** LORD our Heavenly Father, Almighty and Everlasting God, who hast safely brought me to the Beginning of this Day, defend me in the same with thy mighty Power. Direct me in all my lawful and praiseworthy Undertakings for the best: and blest me in them. Enlighten my Understanding, strengthen my Memory, sanctify my Heart, and guide me in my Life. Let the Duties of this Day be cheerfully undergone by me; and give me Grace so to apply myself to my Learning, that I may thereby become a useful Member of the Commonwealth. Grant that I may be obedient to my Parents, and to those who have the Care of my Education; and behave myself soberly and with good Manners to every one; and that I may lead an innocent and inoffensive Life. Lord protect and defend all my Relations and Friends; and grant that none of us may fall into Sin, neither run into any Kind of Danger; that all our Doings may be ordered by thy Governance, to do always, that which is righteous in thy Sight; through Jesus Christ our Lord, to whom with Thee and the Holy Ghost, be all Honour and Glory, forever and ever, *Amen.*

*Another Morning Prayer for a Child.*

**B**LESS be thy holy Name, O gracious God! for the Protection I have received from thy Hand the Night past, and for thy continual Care and Preservation of me hitherto. Be pleased to continue me still under

under thy watchful Providence, that no Evil may befall me this Day. And grant me Grace to avoid all Temptations to Sin, that I may do nothing that is contrary to thy most holy Commandments; but that, as I grow in Years, so I may grow in good Learning and Grace, to the Glory of thy Heavenly Majesty, and the Salvation of my immortal Soul, through Jesus Christ our only Saviour and Redeemer. *Amen.*

*An Evening Prayer for a Child.*

**O** Lord God Almighty, by whose Providence I have been preserved this Day from all Dangers, that might have befallen me, I humbly beseech Thee, to continue thy watchful Providence over me this Night. Let my Guardian Angels defend me from all the Perils and Dangers of it; and from all Assaults of my spiritual Enemies. And do Thou, who art always more ready to hear than I am to pray, and art wont to give more than either I desire or deserve, pour down upon me the Abundance of thy Mercy, forgiving me those Things whereof my Conscience is afraid, and giving me those good Things which I am not worthy to ask: Graft in my Heart the Love of thy Name; increase in me true Religion; nourish me with all Goodness and of thy great Mercy keep me in the same. And grant, O Lord, that I may so faithfully serve Thee in this Life, that I fail not finally to obtain thy heavenly Promises, which exceed all that I can desire; through Jesus Christ our Lord. *Amen.*

*Another Evening Prayer for a Child.*

**O** Lord God Almighty, who by thy provident Care hath safely brought me to the Conclusion of this Day, I offer Thee the Tribute of my humblest Thanks and Praise for that and all other thy Mercies from Time to Time conferred upon me. Be pleased, O Gracious Father, to protect me this Night from all Harm. Pardon the Sins I have committed against Thee this Day, either in Thought, Word, or Deed; and blot out all the Transgressions of my sinful Life; through the Blood of the Holy Jesus. Endue me with thy heavenly Grace,



ce, that I may live godly, righteously and soberly in this World. Bless my Parents, my Friends, my Relations, and those that have the Care of my Education, that by their prudent Means, I may daily increase in Learning and good Manners, as I advance in Years, to the Glory of thy Divine Majesty, through Jesus Christ our Saviour. *Amen.*

*A short Prayer for a Child before going into Church.*

**S**TAY here all worldly Thoughts and Vanities, that I may entertain Heavenly Meditations.

*For a Child seating himself in Church.*

**O** LORD, I am now in thy Presence, grant me such a Measure of thy Grace as may enable me seriously to attend to thy most sacred Word; and obediently to practise the same; through Jesus Christ our Lord. *Amen.*

*When Divine Service is ended.*

**L**ORD, pardon the Coldness and Wandrings of all my Petitions; and deal with me according to my Needs, and thine own rich Mercies: Bless me this Day, and all the rest of my Life; and grant me thy Heavenly Grace, that I may ever hereafter serve Thee with a clean Heart, to thy Honour and Glory; through Jesus Christ. *Amen.*

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[N. B. Though these Prayers are here made Choice of, it is not meant to give Offence to any, or to dictate to others what they are to teach their Children; it is only done to set some Pattern or Example, which it is hoped will carefully be followed in some sort or other. And it is thought it would be very proper, in all public Schools, to have some good and suitable Prayer (not long) which could be read sometimes by the Master, and sometimes by a few of the best Readers in the School.

F I N I S.



Roman Print.

ABCDEFGHIJKLMNO  
PQRSTUVWXYZ Æ  
abcdefghijklmnopqrft  
uvwxyz & æœ.

Learn this Roman Hand, as it is very  
useful to mark Books or Goods.

English Print.

ABCDEFGHIJKLMNO  
PQRSTUVWXYZ.  
abcdefghijklmnopqrstu  
vwxyz.

Remember now thy Creator

Italick Print.

ABCDEFGHIJKLMN  
OPQRSTUVWXYZ Æ.  
abcdefghijklmnopqrstu  
vwxyz & æœ.

*He that hates Learning is a Fool.  
He that swims in Sin, will sink in Sorrow.*

